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# Supporting Refugee and Emergent English Learner's Reading Ability Through a Story Dictation-Based Curriculum

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SUPPORTING REFUGEE AND EMERGENT ENGLISH LEARNERS' READING ABILITY  
THROUGH A STORY DICTATION-BASED CURRICULUM

Heather Sunday, B.A.

Otterbein University

March, 2019

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

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THROUGH A STORY DICTATION-BASED CURRICULUM

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By

Heather Sunday

2019

# SUPPORTING REFUGEE AND EMERGENT ENGLISH LEARNERS' READING ABILITY THROUGH A STORY DICTATION-BASED CURRICULUM

## DEDICATIONS

To my daughter, Lillian, whose language and literacy journey has been an inspiration.

To my husband, Jeff, whose endless support has made this possible. Team Sunday!



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## ABSTRACT

The purpose of this project is to present a literacy curriculum designed specifically for emergent English Learners (ELs) and refugee students. The curriculum utilizes the Language Experience Approach (LEA) to support ELs in their literacy learning as well as capitalize on student strengths in oral language. In order to design this curriculum, literature research was conducted with two questions in mind:

1. How can the strengths of refugee students' be utilized in a literacy curriculum?
2. In what ways could a Language Experience Approach-based curriculum support emergent ELs in their literacy development?

Once these questions were answered through thorough literature research, the curriculum was then created by incorporating both best practices for emergent ELs and refugees, as well as strong components of LEA instruction. The sample unit plan was then implemented into an EL classroom. Student work samples from the classroom implementation are included as guides for other educators interested in incorporating this curriculum into their own classrooms.

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## SECTION ONE

### Introduction

The population of English Learners (ELs) in our schools has increased greatly over the past decade. According to the Ohio Department of Education (2018), the 2010-2011 school year showed a 38 percent increase of EL enrollment in Ohio schools in only five years and a 199 percent increase in ten years. In this same school year, the number of ELs reached approximately 39,800, representing 110 different spoken languages. Some of these students may enter our school system with intermediate or even advanced skills in English, requiring limited support to adjust to their new language and learning environment. Other ELs, however, may have only beginning or early emerging English skills. Emergent ELs are considered those who have limited proficiency in the four domains of English: reading, writing, listening, and speaking. This lack of English language skills often cause emergent ELs to struggle in the classroom due to the high language demands in all content areas.

As challenging as English language acquisition can be for emergent ELs, many of these students face additional obstacles as well. For example, many emergent ELs are also refugees, or those who have fled their home countries in pursuit of asylum due to war, persecution, or other unsafe situations. These students often have large gaps in their primary education, in addition to lacking literacy skills in their home languages. Refugee students may struggle to read in English due to limitations in their language and vocabulary skills. Research on the literacy development of refugee ELs states: “due to interrupted or non-existent prior schooling, many [refugees] are unable to read and write in their first language(s). As such, much linguistic and conceptual knowledge cannot be transferred into English, but must be developed in other ways”

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(Windle & Miller, 2012, p. 319). This not only causes challenges for refugee learners but for the educators supporting them as well. For example, teachers may struggle to make content attainable and relevant to refugees. A course curriculum may not provide refugees with the learning experiences and development of background knowledge necessary to support them in their learning. The unique learning needs of the refugee population are often not addressed, and strengths these students do possess in language are not put to use. Unfortunately, my school district's current literacy curriculum for ELs falls short for this particular reason.

Because of the importance of reading and writing in school, the other language domains are often overlooked, even if students may demonstrate higher levels of proficiency in the areas of listening or speaking. However, student strengths in oral language can support literacy and language development. I recently witnessed the impact of a refugee student's strength in oral language and how it could be used to support his learning.

During my fifth year of teaching, I worked with a sixth grade emergent-level refugee EL who had been in Ohio schools for nearly two years and was still struggling to read kindergarten-level texts. He was frustrated knowing he was behind his peers in reading and would avoid reading at all costs. His frustration and attitude toward reading led to behavior problems in all of his core classes. Although he was aware of his weaknesses, he did not see his strengths or potential. His oral language and vocabulary, for example, were very strong. Even though he possessed these strengths, my course curriculum was not working, and he was showing very little improvement. In order to help this student, I considered alternative ways to make reading and the course content meaningful to him.

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During a recent graduate course, I had been introduced to the Language Experience Approach (LEA) and its use with ELs. LEA refers to students using their oral vocabularies to tell stories while the teacher transcribes the students' dictations into writing. The written dictations can then be used for a number of learning activities and lessons and should theoretically be within a student's range of ability because the words are already within his or her known oral vocabulary. Due to my former student's strengths in oral language, he seemed to be a perfect candidate for LEA support. I made time to work with him independently and simply asked him to tell me what he had done over the weekend. I transcribed everything he said into writing and then read the story aloud to him to make sure the information was correct. I then asked him if he would read the story to me. Without hesitation, he read every word correctly. In just one lesson, he had gained so much pride in his abilities.

My current middle school language arts classes consist entirely of emergent ELs, many of whom are also refugees from countries such as Somalia, Syria, and Nepal. Similar to my refugee student from the previous school year, these students also have stronger oral language skills than reading or writing skills. Because of the positive outcomes I have witnessed through incorporating LEA methods into my instruction, I often find myself planning LEA lessons to supplement or even replace the prescribed curriculum, and this has led to higher student engagement and success.

One criticism of LEA is the lack of pre-made materials and lessons (Schwartz, 1975; Spache & Spache, 1977). Few LEA curricula have previously been developed, regardless of the benefits this approach has for early readers. An LEA-based curriculum for ELs will not only highlight my students' current strengths, but also further develop their reading and language

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abilities. Through this new curriculum, with special consideration to the support of refugee students, research-based LEA methods are planned and developed in order to promote student progress and growth in reading. Refugee students are provided with the tailored support they deserve to strengthen the foundation of their reading skills. The research questions driving my curriculum design forward are:

1. How can the strengths of refugee students' be utilized in a literacy curriculum?
2. In what ways could a Language Experience Approach-based curriculum support emergent ELs in their literacy development?

## **SECTION TWO**

### **Literature Review**

#### **The Literacy Development of English Learners**

In order to answer the aforementioned research questions, it is necessary to first understand the process of literacy development for ELs and how to best support these students in the classroom. Due to the rapid growth of ELs in our schools, educators must adapt their teaching and content to the diverse needs of these students. ELs are particularly in need of teacher support in language and literacy. Various factors, both positive and negative, can impact the literacy development of ELs in primary and secondary school. One such negative factor that can be eliminated by educators is the feeling of isolation that can occur when adapting to a new culture or community. Without proper support of community members, a sense of belonging can be challenging to accomplish, causing further difficulties for language and literacy development. However, through research such as Gouwens and Henderson's (2017) case study, suggestions for supporting ELs' literacy in a new community are addressed.



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Gouwens and Henderson (2017) conducted a case study in order to explore how migrant families could develop a sense of belonging within their new communities through the support of a family literacy program. Through the use of semi-structured interviews of nine Spanish-speaking mothers participating in the literacy program, as well as the program director and other supporting educators, the researchers were able to gain an understanding of the factors that led to the eventual feeling of inclusion within the community. These positive factors included the welcoming environment of the literacy program, bilingual staff members who could model learning English, similar life experiences of staff members and families, and the mediation of the staff between families and their children's schools. These various forms of support available to not only the mothers, but to other family members as well, empowered the participants to learn English and ensured they would no longer feel like outsiders in their new homes.

Gouwens and Henderson's (2017) study is a reminder to educators of the feelings of isolation ELs can experience when first entering a new community. Teachers can share stories of similar experiences they may have in order to make personal connections with students and families. They can also create a welcoming and encouraging learning atmosphere for all students. The findings also stress the importance of including other family members in the learning process as well. The participating mothers in the study had high aspirations for their children, and teachers and parents together can support children to make these hopes a reality.

A sense of belonging is of course important to promote for incoming ELs during their literacy journey. But can a welcoming environment be enough for all students to learn a language as complex as English? The following two studies aimed to determine commonalities

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between ELs and their individual literacy developments in the hopes to find out what consistently works with such diverse learners.

In Saville-Troike's (1984) retrospective analysis, the question of what *really* matters in second language acquisition and learning was asked. In order to answer this question, nineteen ELs with very limited English exposure, all between the ages of six and twelve years old, served as participants in this year-long study. Data included weekly observations and video recordings, informal interviews of parents and teachers, as well as end-of-year interviews with the students. Students were then given the Comprehensive Test of Basic Skills (CTBS) in English to determine if any observed patterns or factors may have contributed to student achievement. The findings suggested a number of generalizations, such as the importance of vocabulary acquisition and the use of first-language support from other children and adults; however, in response to the proposed question of what really matters for all ELs consistently, very little was determined.

These findings illustrate the diverse capabilities and outcomes of EL students in a classroom setting. What makes a difference for one student may not necessarily meet the needs of another. More recently, Mahowald and Loughnane (2016) posed a similar question in their study of fourth grade Hmong students and reading achievement, which is discussed below.

Through their mixed method study, Mahowald and Loughnane (2016) strived to determine how oral language, comprehension, and decoding skills contribute to the performance of fourth grade Hmong students on state reading assessments. Quantitative data was first collected from standardized reading assessment scores from a midwestern urban school district with a high percentage of Hmong students. Ten Hmong students were then selected to participate in both collective and individual case studies: five students who had passed the state

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reading assessment and five who had failed. Students were then placed into various reading profiles based on individual student data and then reviewed for any commonalities. The findings of the study, however, were somewhat inconclusive, suggesting there is no set *formula* to describe Hmong students' reading achievement.

Although Saville-Troike (1984) and Mahowald and Loughnane (2016) failed to provide a clear answer to their proposed research questions of what really makes a difference in the literacy development of ELs, the findings of both studies are a significant reminder to teachers that every child learns differently and brings different strengths and weaknesses to the classroom. This lack of set *formula* for promoting ELs' literacy may leave educators uncertain as to "what really works." However, instruction must be differentiated for all learners, and teachers should not prescribe to any one *formula* to develop the literacy of young readers. The following section of this literature review provides additional research of ELs demonstrating success in various literacy programs through the use of a number of strategies and practices.

### **Best Practices in EL Literacy Development**

Researchers have found a number of strategies that have proven beneficial for ELs and their literacy and language acquisition. For example, the development of morphological awareness provides students with numerous strategies to build vocabulary comprehension. In their quasi-experimental study, Keiffer and Lesaux (2012) strived to determine the effects of a specific teacher-delivered academic language intervention for sixth graders by answering two significant questions: 1) Are any aspects of morphological awareness impacted by the intervention, and if so, to what extent? 2) Are ELs impacted differently than native English speakers? The study included 482 sixth grade students in seven different middle schools, 349 of

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which were ELs. Teachers within the participating schools were chosen to either deliver the intervention or host the control groups. Data consisted of classroom observations of both the treatment and control classrooms, as well as the analyses of pretests and posttests using researcher-created instruments. The findings indicated significantly positive effects on aspects of morphological awareness from the intervention, and ELs in particular, demonstrated more growth during the intervention period than native English speakers.

The positive outcomes of this study demonstrate the benefits of explicit instruction in morphology. The researchers found a lack of morphological awareness included in the curricula of the control groups, and this suggests a need for teachers to find ways to integrate this important aspect of English instruction into the EL classroom (Keiffer & Lesaux, 2012).

Morphological awareness is not the only neglected element of EL instruction, however. ELs are also often limited to English-only programs, being forced to ignore their heritage and strengths already developed in their native language. Luckily, teachers are in a position to defend their students' backgrounds and celebrate all they have to offer. Smith and Salgado (2018) remind educators of this in their case study, as well as stressing the importance of creating a safe learning environment in which students can be open about themselves while effectively advancing their education.

In their case study, Smith and Salgado (2018) focused on a sixth grade classroom of a bilingual teacher responsible for teaching math and reading. The class consisted of twenty-three students, nineteen of whom were native Spanish-speaking ELs. This year-long study was implemented in order for the researchers to answer the following two questions: 1) How does this specific sixth grade teacher utilize young adult literature with ELs in her classroom? 2) How

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does she scaffold instruction for ELs and support English acquisition as well as general literacy skills? With these two questions in mind, data in the form of audio-recorded interviews, as well as classroom observations lasting 90 minutes twice a week, were collected.

The findings reflected the teacher's ability to apply what she knew about language acquisition to various language instructional strategies, such as highlighting English-Spanish cognates. She also pushed students beyond explicit, literal interpretations of text, truly believing they were capable of higher-level thinking. Furthermore, she honored her students' heritage and first languages by modeling her own bilingualism as well as her respect for various cultures through her choices of young adult literature (Smith and Salgado, 2018).

Although it may not be possible to provide bilingual educators for all students in one classroom, there are a number of ways to celebrate different cultures and provide first language opportunities for ELs. Teachers should first familiarize themselves with students' native languages and consider what possible similarities, differences, or language interferences could occur throughout instruction. These language factors could include cognates, directionality, or written letters or characters. Culturally relevant lessons can also be created in order to recognize individual student backgrounds within the classroom (Levenson, 1979). This allows students to feel appreciated and comfortable, while also educating others of diversity within the school.

By implementing the strategies and suggestions discussed above, teachers can support ELs in their literacy and language acquisition. They can alleviate some of the stress that comes with not only learning a new language, but also adapting to a new culture and lifestyle.

Although all ELs face certain challenges that would be unfamiliar to most mainstream learners, ELs of refugee status must overcome additional hardships, often hindering literacy

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development even further. The following section of the literature review illustrates the many difficulties faced by refugees and what obstacles must be overcome in order to find success in a literacy program.

### **Strengths and Challenges of Refugees in Literacy**

Refugees enter our schools with the same language barriers as other ELs but with additional challenges as well. These may include negative effects on cognitive development and general knowledge of the outside world caused by disruptions in early education (Cranitch, 2010). The many hardships of refugees can have major impacts on student learning and literacy, as noted in the following case study.

In Cranitch's (2010) case study, a Literacy Transition Pilot Program (LTPP) was closely observed in order to evaluate its effectiveness as an intervention for 'at risk' refugee students in secondary school. The participants included eleven Sudanese refugees with data collection consisting of classroom observations, teacher and student interviews, and student work samples. Results of a summative language and literacy assessment were also analyzed in order to determine growth. The findings of the observations were numerous, demonstrating the many challenges the participants faced. For example, interruptions to established routines were often greatly upsetting to students and led to undesirable behaviors. Students often struggled to remain on task during instruction and even demonstrated emotional outbursts of anger and sadness. Furthermore, the use of common classroom supplies, such as scissors or rulers, was also challenging due to many of the refugees lacking development of the necessary fine motor skills to manipulate these tools. It was also observed that students heavily relied on teacher instruction and direction, avoiding risk-taking as much as possible.

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The impact of the refugee participants' past experiences is clearly recognizable in this study. Considering all of these hardships and challenges in the classroom, we can imagine how the pathway to literacy may be exceptionally difficult for refugees. However, it is important to note that the findings of the study also illustrated a significant strength of refugees. Due to the participants' cultural background relying heavily on oral traditions, the oral language and listening skills of these students were enhanced and provided them with a strong auditory memory (Cranitch, 2010). By acknowledging students' strengths in language and literacy, educators can provide the necessary support for refugees in the classroom. Specific methods of utilizing strengths in oral language during literacy instruction will be discussed in further detail later within this review.

The students themselves are not the only ones who experience challenges in the literacy development of refugees, however. A survey study of fifteen K-12 teachers was conducted in order to examine the struggles experienced by teachers of Somali refugees in a midwestern school district. The qualitative data collected through the surveys identified several shared struggles expressed by the participants. First of all, language issues were more prevalent with Somali refugees because most students were not literate in their first language and lacked basic knowledge of the written alphabet. This caused Somali students to be perceived as a *tougher* group to teach. Further struggles included finding level and age-appropriate materials for students, preparing for state tests, and the feeling of abandonment by fellow colleagues who did not have experience with refugees (Gichiru, 2014).

These findings illustrate the challenges felt by all members of a student's learning community; however, refugee students who have had to overcome even greater challenges prior

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to their school experience often enter the classroom with undeniable resilience and an eagerness to learn.

In a more recent case study focused on the literacy practices of a Syrian refugee named Mona, data was collected in order to explain how she used her strengths to adjust to new literacy, language, and cultural demands. Data analysis involved the use of photographs, observation notes, and recorded interviews, both structured and semi-structured. These interviews were conducted in the participant's home in order for the researcher to gain a better understanding of what literacy practices were being used in an everyday setting. Through the various interviews, Mona described many challenges she encountered after relocating, such as finding the correct department in a hospital, as well as feeling *stupid* and helpless when needing to rely on family members for language support. The findings emphasized the stress brought upon refugees by forced migration; however, resourcefulness and strengths gained from family literacy practices were also noted (Kaur, 2016).

The findings of Kaur's (2016) case study suggest the importance of literacy practices beyond classroom instruction. A refugee student's family may be an additional source for educators to learn more about what language activities occur within the household, whether in the first language or in English. Educators can also encourage and reassure refugee students and strive to abolish negative feelings of helplessness when learning a new language. By providing a positive and nurturing learning environment, much of the stress associated with forced migration may be minimized.

A refugee's determination to learn in a new environment must be supported by us as educators. Through a variety of instructional strategies and methods, gaps in language



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acquisition and literacy can be closed. The following research discusses a variety of techniques used by educators in order to provide refugees the necessary tools to succeed in a classroom environment.

### **Best Practices in Literacy Development of Refugees**

The struggles experienced by teachers and refugee students alike should not deter educators from providing a quality education, but rather motivate teachers to push themselves. Many of the strategies recommended for ELs are appropriate for refugees as well, although additional factors must be considered. In the aforementioned study, Gichiru (2014) noted the successful strategies the participants used in order to support Somali refugees in their literacy development. One such strategy was heterogeneous grouping, pairing refugees with limited English proficiency with students who had stronger language skills. Additionally, teachers were also more conscious of their own word choices, ensuring students' understanding of academic material. Through the implementation of these various strategies, refugees and teachers were able to embrace new learning material together and tackle additional learning challenges.

A similar survey study consisting of a sample of 61 teachers was conducted in order to identify the most popular literacy strategies used with refugee students. Quantitative data of the frequency of strategies used in the classroom were analyzed through teacher responses such as *routinely*, *sometimes*, *rarely*, or *never*. The questionnaire included open-ended response items which were also collected in order to determine obstacles in teaching. Based on the responses, the most common strategies used by teachers of refugees were discussion and questioning, building background through realia and visuals, and direct instruction of key vocabulary (Windle & Miller, 2012).

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Although the survey responses highlighted the most common strategies used to support refugees in the classroom, the findings also indicated the need for more time and appropriate resources to be created in order to reach all students. In fact, 68% of the participants stated lack of time hindering how they wanted to support their students. Furthermore, two-thirds of the participants expressed a concern for a lack of appropriate teaching materials. Researchers also noted teachers' preference to use teacher-centered strategies rather than student-led. The heavy use of discussion also raised concerns of involvement of all students in the classroom, prompting the researchers to consider additional suggestions for supporting refugees and the development of student autonomy (Windle & Miller, 2012).

The concern for student autonomy has been shared by other educators as well. Lee (2016) described the use of Collaborative Strategic Reading (CSR) with refugee students in an academic program for ages 17 to 25 in Canada and noted its ability to assist students in becoming strategic readers. CSR develops reading comprehension strategies through a combination of cooperative learning with other students and explicit instruction from the teacher. Upon the successful implementation of CSR into the program, positive effects were noticed. For example, refugee students were able to demonstrate previously learned strategies in their own reading without teacher prompting. Furthermore, the student participants also expressed their enjoyment of the included group work as well as their deeper understanding of difficult reading material.

CSR has the potential to strengthen refugee students' literacy and reading comprehension by developing necessary strategies and providing multiple opportunities for learners to practice

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and internalize these strategies. Through group work, refugees also have the opportunity to further enhance their oral language skills (Lee, 2016).

The aforementioned research demonstrates several methods of supporting refugee students, ranging from heterogeneous grouping, discussion, and the development of reading comprehension strategies through CSR. Additionally, refugees and ELs may already have strengths in some language domains, such as listening and speaking. There is a need for educators to utilize these strengths demonstrated by students, and this can be accomplished through a unique approach to teaching reading.

### **A Historical View of the Language Experience Approach**

Rogoff (1990) described children as *apprentices in thinking* who learn through observation and guided participation. Educators guide students through methods of problem solving in a sociocultural context, and as their skills and abilities increase, their participation in learning activities increase as well. The Language Experience Approach (LEA) is a method of literacy instruction that follows Rogoff's (1990) model, where teachers guide students through participation as authors, utilizing their personal experiences and oral languages as reading material. Although this teaching method grew in popularity during the mid 20th century, some of the most notable elements of LEA, such as the use of learners' experiences to enhance teaching, can be traced back to educators of the 18th century.

Johann Pestalozzi (1746-1827), a Swiss educator, utilized what he referred to as *object teaching*. Through this teaching method, students developed knowledge through experiences instead of sitting at a desk focusing on memorization and isolated skills. Pestalozzi incorporated many field trips into his teachings, allowing students to experience learning first-hand. He

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would use as many opportunities as possible to provide realia for his students, and when this was not an option, pictures were instead used as a focal point of learning. Students were then encouraged to describe their observations in their own words.

Educators in other countries, such as John Frost (1800-1859) in the United States, later adopted similar methods of teaching. Frost encouraged his students to share personal experiences through written narration, as well as descriptions of known objects. Although the term *language experience* was not documented until much later, these early methods led to the future development of what we now know as LEA teaching (Schultz, 1999, as cited in Landis, Umolu, & Mancha, 2010).

LEA became a more commonly practiced approach, as well as the focus of many studies, in the 1960s and 70s. One particularly notable scholar in the rise of LEA in teaching at this time was Russell G. Stauffer (1970). In his text *The Language-Experience Approach to the Teaching of Reading*, Stauffer (1970) harshly criticized pre-primers and basal readers. With criticisms such as *Procrustean*, *silly plots*, and *sub-standard language*, the reader has little room to interpret Stauffer's (1970) opinions on such texts. He further denoted the use of common teaching practices of his time:

[LEA] should replace, in the design of educational processes, the effects of the misplaced whole word method, or the alphabet method, purism based on a faulty empiricism and a haphazard analysis of the communication process. Both methods represent a cancer of pedagogical narrowness and feebleness whose effects are well seen, both inside and outside the schools. (p. 3)

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Stauffer (1970) stressed the importance of a child's experiences, and through story dictation, a child could share his unique experiences with his teacher and see his own words in writing.

One year prior to the release of Stauffer's (1970) text, he made contributions to the LEA community in other notable ways. In 1969, he organized the Language Experience Special Interest Group (LESIG), in which other LEA educators and researchers gathered, including Roach Van Allen and Mary Anne Hall. Through LESIG, these leaders of the LEA movement created a forum for the sharing of ideas and discussion about LEA as a method of early reading instruction. The group, which is still active today, provided another Language Experience resource for educators, promoting and strengthening this method in the educational system (Wilkerson, 1999).

Stauffer's (1970) strong opinions of the superiority of LEA were challenged in later studies, however. Many educators of this time questioned the best teaching methods, leading to much research on the topic. In Stahl and Miller's (1989) quantitative synthesis of LEA versus basal reading programs, the researchers aimed to determine the effectiveness of LEA through vote counting and meta-analysis procedures. Using these methods to synthesize more than 50 LEA and basal reader studies, data collection resulted in 117 translated effect sizes and 180 comparisons. The effect sizes ranged from 1.91 to -1.46, with a mean effect size of .09. The comparison data mirrored these results as well, showing only a 22% favor of LEA, 12% of basal readers, and 66% nonsignificant. Stahl and Miller (1989) determined both LEA and basal reading programs were essentially equal in their effectiveness as approaches to teaching reading. LEA did, however, show stronger effects in kindergarten, as well as in word recognition skills.

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Studies such as Stahl and Miller's (1989) synthesis have raised concerns of the effectiveness of LEA as a valid method for teaching reading. LEA has also been criticized by some educators. For instance, LEA can be a time-consuming process, and with a large number of students in a classroom, an even impossible notion at times (Baker, 2016). Furthermore, LEA can be challenging to implement into a literacy program because it lacks structure and published materials. Teachers are forced to create their own lesson plans based on student dictations (Schwartz, 1975; Spache & Spache, 1977). This does not allow young readers to be exposed to a wide variety of text, neither narrative nor informational (Spache & Spache, 1977). The following section not only addresses these specific criticisms of LEA, but also provides instructional strategies to counteract these challenges in the classroom, portraying LEA as a valuable addition to any literacy program.

### **Overcoming Criticisms of LEA**

Educators who utilize LEA for teaching reading should strive to include the five main components of a strong LEA lesson: 1) rich experiences with many hands-on learning activities, 2) the use of children's oral language as reading material, 3) individualized instruction, 4) the inclusion of decoding and comprehension skills instruction, and 5) formative and summative assessments (Schwartz, 1975). Achieving all of these components may seem unrealistic to some educators, considering the challenges associated with the approach. For example, some educators argue that LEA is too time-consuming and nearly impossible to implement with a large class-size (Baker, 2016). How does one find time for individualized story dictation in a room full of students? This challenge, however, has begun to minimize with the development of new technology. While traditional LEA lessons require the time-consuming task of transcribing story

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dictations of individual students, modern approaches have utilized technology to capture students' stories. The following study provides an example of integrating technology and LEA into a literacy program.

In her ethnographic study, Baker (2016) focused on a midwestern first grade classroom with the goal of examining the feasibility of using mobile device-based speech recognition (SR) as a tool for struggling readers. The class consisted of 22 students, sixteen of which were reading below grade level. Baker (2016) used classroom iPads and SR apps to transcribe students' oral language into writing, similar to traditional LEA methods. The study lasted for one school year and included data sources such as observational, theoretical, and methodological notes, as well as interviews and 59 hours of video. Student artifacts, audio recordings, and photographs were also gathered to triangulate the notes. Data analysis revealed that story dictation through SR was effective for struggling readers, whose end-of-year accuracy rate of reading words from personal SR writings averaged over 97%.

LEA has been criticized for being challenging and time-consuming to implement in a classroom (Baker 2016). However, by providing students with SR technology, the challenge of transcribing individual children's story dictations is resolved. Students can then write their own stories with minimal teacher support and take ownership of their unique learning and language experiences.

In addition to being time-consuming, LEA has also been challenged for lacking sufficient structure and pre-made guides and materials. Assessment tends to be based on observation, rather than the more traditional workbook pages or completion of basic reader texts (Schwartz, 1975; Spache & Spache, 1977). This concern has, however, been alleviated for many with the

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development of materials throughout the years of LEA use in classrooms. Dixon (1977), for example, described three categories in which story dictations could be analyzed and even used as a diagnostic tool by educators. The first category was *observable behaviors*, such as the student watching the words being transcribed or pausing appropriately at the end of sentences when reading aloud. The second category was *global language usage*, or the language skills demonstrated by the child during dictation. This includes using complete sentences and a variety of words. The final category was *refined language usage*, referring to a student's use of adjectives, adverbs, and prepositional phrases, as well as embedded sentences. An LEA checklist was then created and used in two pilot studies in order to establish validation. Through the pilot studies, Dixon (1977) determined the LEA checklist could inform educators of specific learning needs of students, such as more instruction in sentence building or adjective and adverb usage.

The development of Dixon's (1977) diagnostic tool for story dictations shows the potential of curriculum and material development for LEA teaching. Teachers need not feel compelled to create all instructional materials first-hand or criticize the approach for insufficient guides.

A further concern of using LEA in a literacy program is a lack of exposure to textbooks and preparation for reading in other content areas. Reading material and topics are limited to the experiences of the learners rather than more advanced material and academic vocabulary (Spache & Spache, 1977). However, others have found this not to be the case. Landis et al. (2010), for example, concluded that a collection of student story-dictations over a length of time



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demonstrated a variety of topics and vocabulary usage, as well as the inclusion of both narrative and informational dictations.

Others have also integrated LEA into other content areas, exposing students to content-specific academic vocabulary. Pesko (1999) developed a science unit on nutrition which enhanced learning through shared, hands-on experiences. Prior to sampling food included in the unit, students' predictions of tastes and sensations were transcribed, as well as descriptive words generated after tasting the food. Vocabulary related to the origin of food ingredients was then introduced and connected to students' earlier dictations, as well as a variety of texts and resources including the new content vocabulary. The notable elements of an LEA lesson included in Pesko's (1999) science unit demonstrate the method's usefulness and versatility in other content areas and its ability to expose learners to content area vocabulary.

Although LEA has raised questions and concerns throughout its use as a method of teaching reading, its many benefits have also been documented. The language generated in LEA lessons is unique to the learner and builds on the specific strengths and needs of the child (Schwartz, 1975). This is particularly important to the language and literacy development of ELs and refugees, as previously discussed. Through successful implementation of Schwartz's (1975) aforementioned components of a strong LEA lesson, ELs and refugees alike can see gains in their language and literacy development.

### **Supporting ELs Through LEA Instruction**

The emphasis on authentic experiences and activity-based learning provided through LEA instruction align with the common instructional practices of sociolinguistic theories which have been noted for their benefits to language learners, particularly those in a bilingual

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educational setting (Handsfield, 2016). ELs and refugees benefit greatly from opportunities in developing their individual reading, writing, listening, and speaking skills in a literacy program. Through the integration of all four of these language domains, LEA provides ELs with strong support in achieving language proficiency (Mohr, 1999). An educator familiar with these techniques can help students overcome the many previously discussed struggles faced by ELs and refugees. When referring to refugees' difficulty in transferring oral language into writing, for example, a participant in Gichiru's (2014) study stated: "The struggle for them here is [that] they can speak it, but to put it on paper is a whole new world to them" (p. 70). A teacher's successful use of LEA could be a bridge for ELs and refugee students in achieving this difficult language transfer. The process could simply begin with the use of just one word from a child's spoken language and later develop into sentences, paragraphs, and full-length stories.

Through her seminal work in New Zealand, Sylvia Ashton-Warner (1963) applied her knowledge of LEA to teaching English to Maori children. In *Teacher*, the written account of her own experiences as an educator of these indigenous children, Ashton-Warner (1963) described the importance of her students' oral vocabularies and using them as literature. She encouraged students to read words they wanted to learn, words she referred to as *Key Vocabulary*. Each student was asked what word they wanted when they entered the classroom, and the word was then written on a card and given to the child. A child's collection of *Key Vocabulary* grew each day, and various learning opportunities utilizing these *first words* were integrated into instruction and learning. Ashton-Warner (1963) described the process of obtaining these unique words from her students:

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I reach a hand into the mind of the child, bring out a handful of the stuff I find there, and use that as our first working material. [...] And in this dynamic material, within the familiarity of it, the Maori finds that words have intense meaning to him, from which cannot help but arise a love of reading. (p. 34)

Ashton-Warner's (1963) LEA work with the Maori children was not limited to one-word *Key Vocabulary* cards, however. Individualized sentences and story-length dictations were collected from her students as well. Ashton-Warner (1963) stressed the worth of these captured words over the content of published primer texts often used with young learners:

The drama of these writings could never be captured in a bought book. It could never be achieved in the most faithfully prepared reading books. No one book could ever hold the variety of subject that appears collectively in the infant room each morning. Moreover, it is written in the language that they use themselves. (p. 52)

The examples of LEA activities used by Ashton-Warner (1963) provide a possible framework for supporting ELs in literacy development. Mohr (1999) expanded on these ideas and suggested the use of thematic units for ELs using LEA activities. Considering the importance of vocabulary acquisition for ELs, multiple exposures to key vocabulary can be achieved through extended themes lasting for a minimum of two weeks. Vocabulary is then internalized, strengthening all language domains. Teachers can further enhance vocabulary acquisition by choosing themes with high utility for ELs, such as *Relatives* or *Occupations*. Cross-curricular themes are also beneficial for supporting ELs in vocabulary development of other subject areas as well.

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Thematic units can also provide students with opportunities to read and write both narrative and informational texts, a previously discussed criticism of LEA (Spache & Spache, 1977). A variety of theme-related literature and expository texts can be provided to students to build comprehension and revisit important concepts. Furthermore, themes can be blended in order to introduce connections to ELs, such as *Family Occupations*. Blended themes increase the amount of vocabulary and concepts for ELs to explore and develop (Mohr, 1999).

Once a thematic unit of study has been determined, educators have a wide variety of LEA activities available in which to incorporate into instruction, many of which are particularly beneficial to refugees and ELs. Landis et al. (2010) described their use of LEA activities with ELs in Nigeria, supporting students even further by transcribing story dictations into both English and the students' native language. Students could then create their own bilingual books using these stories. This addition to a traditional LEA lesson is a strong example of integrating what is known to benefit ELs in literacy with LEA techniques.

Based on the research highlighted in this literature review, the Language Experience Approach has much to offer students, particularly ELs and refugees, when it comes to literacy development. By integrating methods specifically designed for ELs and refugees into an LEA curriculum, such as morphological awareness and vocabulary acquisition activities, many of the aforementioned struggles would be eliminated. Through this newly created curriculum, students will receive tailored reading and writing support and will develop the confidence to learn while beginning at a point in their language development where they feel comfortable to share their skills with others.

### SECTION THREE

#### Theoretical Framework

As previously mentioned in Section 1, the following two questions were considered in the initial development of my curriculum:

1. How can the strengths of refugee students' be utilized in a literacy curriculum?
2. In what ways could a Language Experience Approach-based curriculum support emergent ELs in their literacy development?

The answers to these questions were addressed in the above research and have been used to best support emergent ELs and refugees through my new LEA-based curriculum. Furthermore, a deeper look into the supporting theories behind LEA promote the design of the curriculum as well. Both Handsfield (2016) and Rogoff (1990) address the impact of sociocultural aspects on children's learning. In Rogoff's (1990) discussion of *guided participation*, the novice learner is responsible for his own learning through active attempts of problem solving. Shared problem solving is often the key to the novice learner's success, in which he is paired with a partner demonstrating greater skill. This concept is reflected in my LEA curriculum's shared experience and hands-on learning component. Students work together to create stories about shared experiences, and those with stronger oral language skills act as models for novice learners. This idea of heterogeneous pairing is particularly supportive to refugees, who benefit from group work and peer-support (Lee, 2016).

In order to further support these unique language learners through the LEA method of literacy instruction, I have integrated the aforementioned best practices for refugees and emergent ELs with the five key components of a strong LEA lesson stated by Schwartz (1975):

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1) rich experiences with many hands-on learning activities, 2) the use of children's oral language as reading material, 3) individualized instruction, 4) the inclusion of decoding and comprehension skills instruction, and 5) formative and summative assessments. These five LEA components, described in further detail below, are used as the guideline for my new curriculum.

The incorporation of Schwartz's (1975) five components into each lesson of my new curriculum addresses a majority of the previously discussed criticisms of LEA. For example, LEA has been criticized for a lack of proper assessment tools and materials for teachers to use (Schwartz, 1975; Spache & Spache, 1977). However, by ensuring that appropriate assessment tools are provided and implemented, as well as ensuring the other components are present in each lesson of the unit, the criticisms of LEA are no longer a concern.

### **Rich Experiences With Many Hands-on Learning Activities**

Schwartz (1975) suggests the inclusion of rich, hands-on learning experiences for students during LEA lessons. This same belief has been shared by many of the LEA experts, including Stauffer (1970), who emphasized the use of the word *experience* in the name Language *Experience* Approach. Children should experience the language they are learning in a meaningful way in order to enhance growth and comprehension. This is particularly beneficial to refugees and ELs, who rely on experiences to build background knowledge.

Pesko's (1999) science unit, for example, utilized LEA methods in order to support ELs' understanding of nutrition. Through hands-on learning activities, students had the opportunity to sample various foods while also participating in language activities, such as vocabulary acquisition. These hands-on experiences were used in order to enhance learning, going beyond worksheets and grammar drills. My new LEA-based curriculum provides numerous hands-on

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activities. Realia and visuals are also introduced during hands-on learning to further support ELs, particularly those of refugee status (Windle & Miller, 2012). Through these additions to Schwartz's (1975) first LEA component, ELs and refugees are sufficiently supported while building background for future learning.

### **The Use of Children's Oral Language as Reading Material**

One of the most notable components of any LEA lesson is the use of children's oral language as reading material. This can be accomplished in a variety of classroom settings, including whole-group, small-group, and one-on-one. All three settings are used within the new curriculum in a variety of ways. In order to best create reading material from students' oral language, a number of research-based activities and methods, such as the examples described below, have been implemented into my newly designed LEA curriculum.

Ashton-Warner (1963) utilized students' oral language and personal interests by instructing students to share *Key Vocabulary* words. *Key Vocabulary* refers to words that are important and meaningful to the student. These could be words regarding everyday occurrences such as homelife, beliefs, or interests. The words were then written on index cards and used in various daily activities with the students. In my new LEA-based curriculum, the concept of Ashton-Warner's (1963) *Key Vocabulary* is implemented as a daily warm-up activity. When students enter the classroom, the teacher asks each individual student what word he or she would like to see in writing for that day. As this activity is repeated daily, a child's collection of *Key Vocabulary* words grows, and these words can then be referred to and utilized in a variety of supplemental learning activities. These words are much more meaningful to students than grade-level sight words or common reading word lists.

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Similar to Ashton-Warner's (1963) collection of *Key Vocabulary*, Stauffer (1970) described the development of word banks with his students. As students acquire words from class-written or individual story dictations, these words are written on index cards and added to students' word banks. Words can then be used in a variety of ways, such as building sentences and checking spelling during writing assignments. Word banks are implemented in a similar fashion in my new curriculum. Furthermore, word banks are personalized for each student based on words he or she can read independently from story dictations. Therefore, an early emergent EL may have fewer words in his word bank than another student, but through the incorporation of Schwartz's (1975) following LEA component into my new curriculum, a teacher can support an emergent EL appropriately in further developing a full word bank.

### **Individualized Instruction**

Although LEA can be used in whole group and small group instruction, one-on-one story dictations provide individual students with the most benefits (Stauffer, 1970). Because of this, I strive to provide students with as much individualized instruction as possible within my new curriculum. It can, however, be challenging to implement one-on-one instruction in a class of many students. Baker (2016) developed a possible solution to this obstacle with her use of classroom iPads and speech recognition (SR) apps to transcribe students' oral language into writing, rather than relying on traditional LEA methods of the teacher personally transcribing each story dictation by hand. Her data analysis revealed that story dictation through SR was effective for struggling readers. By implementing Baker's (2016) research of a more modern approach to capturing student story dictations, my new LEA curriculum will allow teachers to



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have more freedom to provide individualized instruction, particularly for students in need of additional support.

### **The Inclusion of Decoding and Comprehension Skills Instruction**

Schwartz (1975) strongly recommends the inclusion of decoding and comprehension skills instruction when preparing LEA lessons. To make this component of each LEA lesson most beneficial to ELs and refugees, consideration of the best practices for EL instruction were also implemented into the new curriculum. Research, such as that of Lee (2016), has been embedded into this particular component.

Lee (2016) described the use of Collaborative Strategic Reading (CSR) with refugee students in a new academic program. Through CSR, reading comprehension strategies are developed through a combination of cooperative learning with other students and explicit instruction from the teacher. Lee (2016) noted CSR's positive effects on refugee students, who were able to demonstrate previously learned strategies in their own reading without teacher prompting. The noteworthy level of enjoyment of the included group work expressed by the participants, as well as their strong understanding of increasingly difficult literacy concepts, suggests the importance of this specific component of the LEA curriculum.

CSR has the potential to strengthen refugee students' literacy and reading comprehension by developing necessary strategies and providing multiple opportunities for learners to practice and internalize these strategies. Through group work, refugees can also further enhance their oral language skills (Lee, 2016). Because of this, elements of CSR are used within the new curriculum to support both refugee students and emergent ELs.

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Although the inclusion of decoding and comprehension skills instruction is certainly an important part of Schwartz's (1975) list of LEA components, an emphasis on morphology has also been incorporated in order to further support ELs. Keiffer and Lesaux's (2012) quasi-experimental study indicated significantly positive effects on aspects of morphological awareness from the use of a specific intervention focusing on morphology, and ELs in particular, demonstrated more growth during the intervention period than native English speakers.

The positive outcomes of this study demonstrate the benefits of explicit instruction in morphology for ELs. During morphological instruction in the new curriculum, decoding is also addressed. Through morphological word studies and phonics instruction, ELs and refugees alike will develop their reading skills while participating in the new LEA curriculum.

### **Formative and Summative Assessments**

The final component of Schwartz's (1975) list of strong LEA lessons is the inclusion of formative and summative assessments. In order to assess student progress and learning in the new LEA-based curriculum, a checklist modeled after Dixon's (1977) diagnostic tool is used. The previously mentioned checklist categories of *observable behaviors*, *global language usage*, and *refined language usage* are all included. The checklist is first used as a pre-assessment to determine particular student learning needs. The checklist is then periodically reviewed throughout the unit to check progress and is then again used as a summative assessment. Learning growth can then be determined when comparing the pre and post-assessment results. To further enhance Dixon's (1977) checklist, additional assessments have also been created and utilized in order to measure student progress in morphology and decoding, as well as other specific components included for ELs and refugees.

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Schwartz's (1975) five components, as well as the additional components included for EL support, lend themselves to an intentional order, one component building off another. Therefore, the idea of template lesson planning was used in the curriculum, similar to Richardson (2009). Richardson (2009) created various guided reading lesson templates based on the needs of her students. The same concept of template lessons has been adopted in my new curriculum with reproducible templates available to educators.

As suggested by Mohr (1999), the curriculum is comprised of a blended thematic unit for ELs using LEA activities. It is suggested that thematic units span a minimum of two weeks in order to provide multiple exposures to key concepts and vocabulary, and therefore, my sample curriculum spans approximately two weeks. By choosing the high-utility blended theme of *Family Occupations* for my unit of focus, vocabulary acquisition of ELs is enhanced.

The use of LEA with refugees and ELs can be truly beneficial in a literacy program. Although it can be challenging to implement in a classroom, it is my hope that the following guidelines and unit of study can be used by all teachers of refugees and emergent ELs, regardless of a student's age. The methods and activities are supported by thorough research and were designed with the criticisms of LEA in mind in order to combat those challenges. With further use of my new curriculum, I hope to eventually expand its utility by incorporating new thematic units. Until their development, however, the following curriculum can also be used as a template for future instruction.

### **SECTION FOUR**

#### **The Curriculum**

# Experiencing Language

## A Literacy Curriculum for English Learners

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Heather Sunday

Otterbein University 2019

# Experiencing Language

## A Literacy Curriculum for English Learners

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# Experiencing Language

## Introduction to the Literacy Curriculum

The *Experiencing Language* utilizes the Language Experience Approach (LEA) method of increasing literacy in early emergent readers. Students will have the opportunity to see their own oral languages be transformed into reading material. In the curriculum, LEA methods have also been combined with best practices for supporting English learners.

The *Experiencing Language* curriculum follows an intentional, predictable pattern for educators and students. Due to the nature of the literacy curriculum and the particular order of lesson components, a template was designed to outline each component. Each lesson component and its importance to the overall lesson is described in detail below.

Following the component descriptions, printable versions of the template and other useful materials are included, as well as a complete sample unit utilizing the template and providing a variety of examples of activities to incorporate into each component.

## Experiencing Language Template Overview

Lesson Component	Description of Component and Explanation of Importance
<b>Lesson Objective(s)</b>	Each lesson will ask students to orally use words related to a particular topic. After oral experiences with the word and guided practice using the new vocabulary in collaborative teacher-supported language experiences, the student will have an opportunity to use technology utilizing the vocabulary and see his or her words translated into print. In each lesson, an English learner will have opportunities to speak, write, and read the new vocabulary targets in meaningful messages.
<b>Ohio ELP Standards</b>	The Ohio English Language Proficiency (ELP) standards are comprised of ten standards covering the K-12 grade band. They are further divided into five levels (1-5) based on student ability. All lessons in the <i>Experiencing Language</i> curriculum have been aligned with the ELP standards in order to further support the learning of all English learners in the classroom. A complete list of the Ohio ELP standards have been included on page 80. For more information on the five levels, visit: <a href="http://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx">http://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx</a> .
<b>Materials Needed</b>	<p>The materials needed will vary throughout the unit; however some materials are necessary for all lessons. The necessity of each item is explained below:</p> <ul style="list-style-type: none"> <li>• <b>Index cards</b> - Index cards are utilized in a number of ways. In the sample unit, they are first implemented in a daily warm-up activity called <i>Key Vocabulary</i>. They are also used to build student word banks, a collection of known words from story dictations (explained below in the <i>Children's Oral Language as Reading Material</i> section).</li> <li>• <b>iPads or other devices with speech-recognition capabilities</b> - The use of iPads and other devices exposes students to the world of technology. They also allow the teacher to provide a greater level of individual or small-group instruction rather than transcribing all individual student dictations. Through the use of speech-recognition apps, students can create their own stories orally and see their spoken words become written words. <ul style="list-style-type: none"> <li>◦ Adaptation: If devices are not available, the lesson sequence and activities will appear slightly different. A sample lesson without the use of technological devices is included in the Sample Unit (Lesson 6).</li> </ul> </li> <li>• <b>Student writing journals</b> - Once a student has dictated his or her story using speech-recognition technology, the student can then transcribe the story into his or her own writing journal. By transcribing the dictated stories into a journal, the student and the teacher both have a collection of work that can be reviewed, reread, and added to throughout the school year.</li> </ul>

	<ul style="list-style-type: none"> <li>Adaptation: If devices are not available, the teacher can transcribe a student's story dictation on paper, which the student can then copy into his or her own writing journal.</li> </ul>
<b>Target Vocabulary</b>	<p><i>Target vocabulary</i> terms are chosen based on their necessity for English learners. These terms should be repeated frequently throughout a unit and presented in a variety of formats and contexts (additional reading materials, story dictations, etc.). These words can be gathered and displayed on a chart as a visual for students throughout the unit. A printable <i>Target Vocabulary</i> chart template has been provided as well as an example used in the sample unit plan.</p>
<b>Introduction</b>	<p>The introduction portion of the lesson is used to introduce students to the <i>Target vocabulary</i> and additional procedures for the current lesson. In the provided sample unit, an activity called <i>Key Vocabulary</i> is utilized (explained below in the <i>Children's Oral Language as Reading Material</i> section) in the introduction of each lesson.</p>
<b>Hands-on Learning</b>	<p>Hands-on learning is a key component of the <i>Experiencing Language</i> curriculum and should be included in each lesson. This provides the <b>experience</b> students need when learning new language patterns and concepts and allows students to experience language in real-life situations.</p> <p>Examples of possible hands-on learning activities and materials include:</p> <ul style="list-style-type: none"> <li>Field trips</li> <li>Games/Videos</li> <li>Modeling clay/craft materials</li> <li>Cooking or baking</li> <li>School tours/outdoor explorations</li> <li>Guest speakers</li> <li>School plays</li> <li>Science experiments</li> </ul>
<b>Children's Oral Language as Reading Material</b>	<p>The most notable feature of the <i>Experiencing Language</i> curriculum is the use of children's oral language as reading material. One example of this is an activity called <i>Key Vocabulary</i>. In the following sample unit, the <i>Key Vocabulary</i> activity is included in the Introduction section of each lesson, but it can be implemented at any point in the lesson. The <i>Key Vocabulary</i> activity proceeds as follows:</p> <p>As students enter the room, ask each student what word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class, then the teacher collects all cards for use in the next lesson. The index cards are then used in a variety of ways in subsequent lessons (see sample unit for various ideas for <i>Key Vocabulary</i> activities).</p> <p>The main Oral Language component of the curriculum occurs after a shared experience has been completed with the students. Reading material can then be created as a whole class, in small groups, or one-on-one. Students create a story using their own oral language and vocabularies, as well as their own newly-gained knowledge of the topic. The teacher then transcribes the oral dictation into writing,</p>



	<p>which can then be used as future reading material.</p> <p><b>**It is important to note that teachers should transcribe student dictations precisely as the child states them, even if some statements may be grammatically incorrect. This preserves the students' oral language and demonstrates how their words can be transformed into writing.</b></p>
<b>Additional Reading Material</b>	<p>Although children gain a great deal of knowledge and skills from utilizing their own oral language as reading material, the inclusion of additional reading materials can be used to demonstrate the use of learned language patterns in a variety of texts. Both fiction and informational texts are provided as suggestions; however, any texts that strengthen the theme of the unit and utilize the target vocabulary are useful additions.</p>
<b>Individualized Instruction/Independent Work Time</b>	<p>Providing students with independent work time during individualized instruction allows teachers to comfortably work in one-on-one or small-group settings. Individualized instruction can consist of written story dictations, decoding or morphological awareness skill instruction, or re-teaching concepts still in need of mastery. During this time, students can also work on a number of activities independently, including reading texts from the additional reading materials and using speech-recognition technology to create their own stories.</p>
<b>Decoding/Comprehension Skills Instruction</b>	<p>The decoding and comprehension skills component of the lesson can be implemented in a whole-group, small-group, or one-on-one setting. Decoding activities: These activities are often planned after a whole-group story dictation has been transcribed into writing. Activities can include word families, word sorts, or blending/phoneme deletion.</p> <p>Comprehension Skills Instruction: Using the whole-group story dictation, students can demonstrate understanding of words in story. As words are mastered during multiple readings, students can add words of mastery to their personal word banks.</p> <p>Note: The comprehension skills instruction component and the inclusion of small-group instruction particularly supports the learning of any refugee students in the classroom. Emphasize the importance of this specific lesson component to support these unique learners as much as possible.</p>
<b>Morphological Awareness</b>	<p>English learners benefit greatly from instruction and practice in morphological awareness. The activities in this section of the lesson can be used in whole-group, small-group, or one-on-one instruction depending on the needs of students. Activities could include affix studies (prefixes and suffixes), word sorts based on meanings of words with similar affixes, or adding/removing affixes and root words to alter word meanings.</p>
<b>Assessment</b>	<p>Assessment is a necessary component of any lesson. Assessment can be used in many ways throughout a unit to determine starting points for individual students, as well as growth. Much of the assessments used in this curriculum are based on observations and</p>

	<p>informal notes taken by the teacher; however, the <b>Language Experience Checklist</b> can be utilized as a diagnostic tool, as well as a summative assessment. The contents of the Checklist provide teachers with an overall understanding of each child's ability when administered one-on-one.</p> <p>An assessment for students' understanding of decoding and morphology concepts called the <b>Student Mastery Checklist</b> has also been included to track progress throughout the unit.</p> <p>Additional assessments are also used after a whole-group story dictation has been created. The information within the story dictation can be implemented into assessments, such as the Story Dictation Question Check (see example on page 33).</p>
<b>Teacher Preparations for Next Lesson</b>	<p>When utilizing children's oral language as reading material, some teacher preparations are required in order to gather materials for the following lesson. Some common preparations include the following:</p> <ul style="list-style-type: none"> <li>• Print copies of whole-group story dictations for each student.</li> <li>• Find common sounds/syntax in story dictations to utilize in decoding and morphological awareness instruction (blends, digraphs, suffixes, etc.).</li> <li>• Gather necessary materials for hands-on learning experiences and visuals.</li> <li>• Prepare assessment materials for upcoming lessons.</li> </ul>

UNIT: \_\_\_\_\_

## Target Vocabulary Chart

UNIT: \_\_\_\_\_

Lesson: \_\_\_\_\_

Lesson Component	Experiencing Language Lesson Plan
Lesson Objective(s)	
Ohio ELP Standards	
Materials Needed	
Target Vocabulary	
Introduction	
Hands-on Learning	

<b>Children's Oral Language as Reading Material</b>	
<b>Additional Reading Material</b>	
<b>Individualized Instruction/Independent Work Time</b>	
<b>Decoding/Comprehension Skills Instruction</b>	
<b>Morphological Awareness</b>	
<b>Assessment</b>	
<b>Teacher Preparations for Next Lesson</b>	

Student Name \_\_\_\_\_

Date of Assessment \_\_\_\_\_

## LANGUAGE EXPERIENCE CHECKLIST

Weighted Point Value			
I. Observable Behaviors:	3	2	1
1. Watches when words are written down	_____ (usually)	_____ (sometimes)	_____ (seldom)
2. Paces dictation	_____ (usually)	_____ (sometimes)	_____ (seldom)
3. Pauses at end of phrase or sentence	_____ (usually)	_____ (sometimes)	_____ (seldom)
4. Appropriate title	_____ (very)	_____ (acceptable)	_____ (poor)
5. Attempts to read back	_____ (most)	_____ (some)	_____ (none)
II. Global Language Usage:			
1. Complete sentences	_____ (all)	_____ (some)	_____ (none)
2. Total words	_____ (31+)	_____ (16-30)	_____ (0-15)
3. Total different words	_____ (30+)	_____ (15-29)	_____ (0-14)
III. Refined Language Usage:			
1. Appropriate use of adjectives	_____ (usually)	_____ (sometimes)	_____ (seldom)
2. Appropriate use of adverbs	_____ (usually)	_____ (sometimes)	_____ (seldom)
3. Appropriate use of prepositional phrases	_____ (usually)	_____ (sometimes)	_____ (seldom)
4. Number of embedded sentences	_____ (2+)	_____ (1)	_____ (0)

IV. EL Specific Language Components				
1. Morphological awareness	_____	_____	_____	_____
	(most)	(some)	(none)	
2. <b>Reading</b> -Number of words read correctly	_____	_____	_____	_____
	(most)	(some)	(none)	
3. <b>Writing</b> -Few grammatical errors present	_____	_____	_____	_____
	(few)	(some)	(many)	
<b>Total</b>	_____ x 3	_____ x 2	_____ x 1	
<b>Total Points</b>				
<b>Grand Total</b>				

Teacher Notes/Observations \_\_\_\_\_

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Student Name \_\_\_\_\_

Unit of Assessment \_\_\_\_\_

## Student Mastery Checklist

I. Decoding Concepts	Weighted Point Value		
	Mastered	Skilled	Reteach
II. Morphological Awareness Concepts			

Teacher Notes/Observations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Sample Unit: Family Occupations**

This sample unit was created combining two concepts (family and careers) that provide vocabulary of high utility to English learners. It is an illustrative depiction of the template in use and demonstrates how each component of the template contributes to the overall lesson.

The sample unit includes ten lessons (approximately two weeks of instructional time). Two weeks provides English learners multiple exposures to a unit's target vocabulary, and therefore should be the minimum length of a unit for English learners.

UNIT: Family Occupations

**Target Vocabulary Chart**

Family  
Family Tree  
Members  
Occupation  
Job  
Career  
Exploration

## Sample Unit: Family Occupations

### Lesson 1: Family Members

Lesson Component	Experiencing Language Lesson Plan 1 - Family Members
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of family members</li> <li>Write a story about a shared experience using speech recognition technology</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information about familiar texts, topics, and experiences.</li> </ul> <p><b>ELP Standard 7:</b> An English Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Family member picture cards (set 1)</li> <li>iPads/electronic devices</li> <li>Sentence starter strips</li> <li>Prefix cards <i>un-</i></li> <li>Index cards</li> <li>Writing Journals</li> <li>Letter tiles</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Introduce <b>Key Vocabulary</b> daily warm-up activity: As students enter the room, ask each student what word he or she would like to see in writing. Write each <b>Key Vocabulary</b> word on an index card. Students share their word with the class, then collect for use in the next day's lesson.</li> <li>Show students the family member picture cards. Discuss target vocabulary and additional family vocabulary (mother, father, family, members).</li> <li><b>Questions:</b> Do all families look the same? Do all families have the same family members?</li> </ul>
Hands-on Learning	Using modeling clay, students will create miniature members of their family. Share with the class. Students can use target and other known vocabulary terms to describe the members of their families.
Children's Oral Language as Reading Material	<p><b>Whole-group instruction:</b> Students work together to orally dictate a story about family members. For support, the teacher provides sentence starters using target vocabulary. The teacher transcribes student dictation exactly how it is stated. When complete, read aloud to the class (see example).</p>

	<p>Sentence starter examples:</p> <ul style="list-style-type: none"> <li>• My family members are . . .</li> <li>• My mother is . . .</li> <li>• My family is . . .</li> </ul>
<b>Additional Reading Material</b>	<p>Introduce several stories related to family and target vocabulary. Students may read these independently or with a partner during independent work time.</p> <ul style="list-style-type: none"> <li>• <i>My Family</i> by Kim Mitzo Thompson and Karen Mitzo Hilderbrand</li> <li>• <i>Families Around the World</i> by Margriet Ruurs</li> <li>• <i>A Family is a Family is a Family</i> by Sara O’Leary</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about the their own family members. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in the story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Blending drills using common CVC family words (<i>mom, dad, kid, etc.</i>). Provide students with letter tiles to construct CVC words.</p>
<b>Morphological Awareness</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce students to the prefix <i>un-</i>. Generate sentences using commonly known root words (<i>happy, like, do, etc.</i>). Show students how the meaning changes when the prefix <i>un-</i> is added to each root word.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• During individualized instruction time, administer the <b>Language Experience Checklist</b> to individual students using individual story dictations written in student writing journals. Use the results as a pre-assessment and check for growth throughout the unit using later story dictations.</li> <li>• Document student progress of decoding and morphological awareness concepts on student mastery checklist.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>• Print individual copies of whole-group story dictation for each student.</li> <li>• Review whole-group story dictation for words to use in future decoding/morphological awareness activities (digraphs, long or short vowels, etc.).</li> </ul>

## Additional Materials

Lesson 1: Family Members

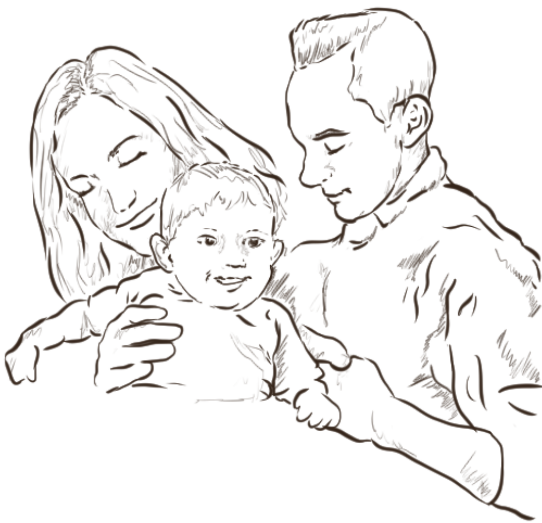
### Family Member Picture Cards (set 1)<sup>1</sup>



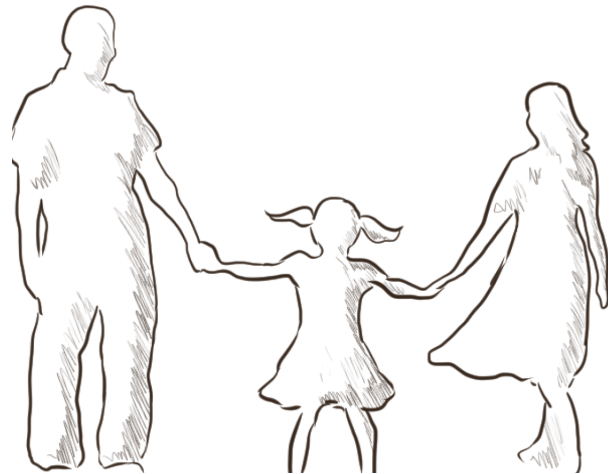
mother



father



family



members

<sup>1</sup> Picture Card Illustrations by Heather Sunday

## Additional Materials

### Lesson 1: Family Members

#### Story Dictation Example

### Our Families

Mrs. Sunday said, "My family has four people." Ibrahim<sup>2</sup> said, "My family is good." Margaret said, "My family has six people." Abdi said, "My family are nice to me." Mohamed said, "My family are Muslim." Tuka said, "My brother is nice to me." Maribel said, "My family is happy forever." Abdul said, "My family has six people." Esmeralda said, "My family is nice and strong." Margaret said, "I will make my family happy." Ibrahim said, "My family are Christian." Tuka said, "My family is Nepali." Mohamed said, "I have twin brothers." Abdi said, "I will make my family happy forever." Esmeralda said, "My brother is three." Ibrahim said, "My family is from Jordan, and I have four brothers." Margaret said, "My family from Tanzania."

**Written By: Mrs. Sunday's Class**

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<sup>2</sup> Student names have been changed to protect student identities.

## Additional Materials

Lesson 1: Family Members

### Un- Prefix Cards

<b>un</b>	<b>happy</b>
<b>un</b>	<b>like</b>
<b>un</b>	<b>do</b>
<b>un</b>	<b>tie</b>
<b>un</b>	<b>plug</b>

## UNIT 1: Family Occupations

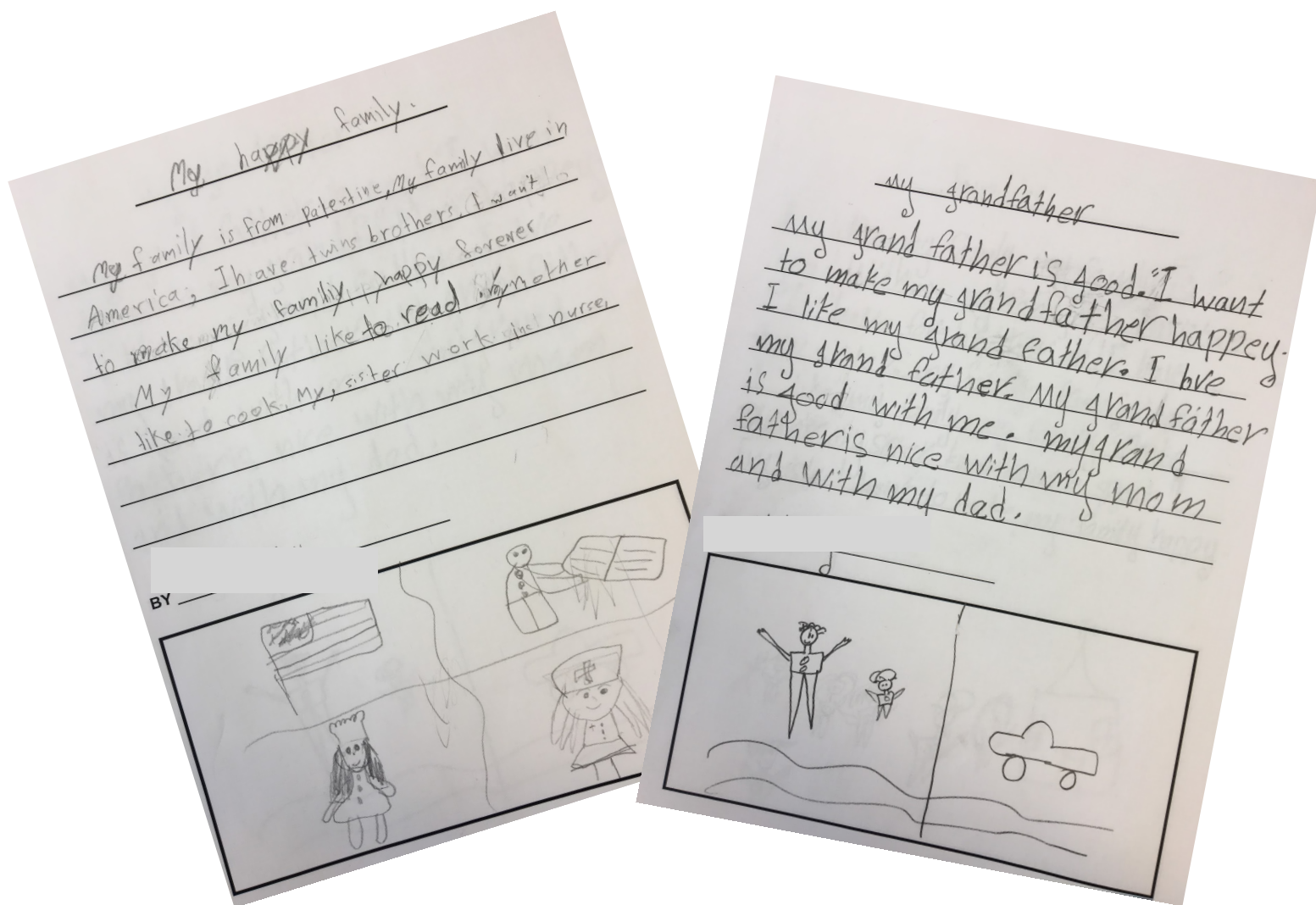
### Lesson 2: Who is in My Family?

Lesson Component	Experiencing Language Lesson Plan 2 - Who is in My Family?
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of family</li> <li>Write a story about a shared experience using speech recognition technology</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 2:</b> An English Learner can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul> <p><b>ELP Standard 3:</b> An English Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information about familiar texts, topics, and experiences.</li> </ul> <p><b>ELP Standard 7:</b> An English Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>Index cards</li> <li>Writing Journals</li> <li>Family Member picture cards (set 2)</li> <li>VCe Cards</li> <li>re- Prefix cards</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class, then collect for use in the next day's lesson.</li> <li>Show students the family member picture cards. Discuss target vocabulary and additional family vocabulary (<i>grandmother, grandfather, brother, sister</i>).</li> <li><b>Question:</b> Families are made up of more than just mothers</li> </ul>



	and fathers and the people who live with you. Who else are members of your family?
<b>Hands-on Learning</b>	Using devices, allow students to explore various <i>Family Member</i> games. <a href="https://www.mes-games.com/family.php">https://www.mes-games.com/family.php</a> Once students have had the opportunity to explore a variety of games, discuss family member vocabulary seen in the different games.
<b>Children’s Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread yesterday’s whole-group story dictation. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. As a group, choose 6-8 words to study further. Students and teacher circle chosen words in personal copies of whole-group story. Students then write chosen words on index cards to add to their personal word banks.
<b>Additional Reading Material</b>	Introduce several stories related to family members and target vocabulary. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>My Family Community</i> by Bobbie Kalman</li> <li>• <i>Everyone Visits Family</i> by Colleen Hord</li> <li>• <i>The Frazzle Family Finds a Way</i> by Ann Bonwill</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students use classroom iPads/electronic devices and speech recognition apps to complete original stories about family members. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Review common CVC family words (<i>mom, dad, kid, etc.</i>) from previous lesson. Apply understanding to additional CVC words (<i>hat, pet, pin, tot, cut</i>). Introduce students to VCe words by showing students how adding -e to the end of CVC words changes the vowel sound. Blend sounds to create new words.</p>
<b>Morphological Awareness</b>	<b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Use the re-prefix cards to introduce students to the new prefix. Students read the root word cards ( <i>do, use, view, heat, etc.</i> ). Show students how adding the prefix re- changes the meaning. Generate sentences using newly created words.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• During individualized instruction time, administer the <b>Language Experience Checklist</b> to any remaining individual students not yet assessed using individual story dictations</li> </ul>

	<p>written in student writing journals.</p> <ul style="list-style-type: none"> <li>Document student progress of decoding and morphological awareness concepts on <a href="#">Student Mastery Checklist</a>.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> <li>Prepare comprehension questions for Story Dictation Question Check (see example on page 33).</li> </ul>



**Student stories written with speech recognition technology.**

## Additional Materials

Lesson 2: Who is in My Family?

### Family Member Picture Cards (set 2)



grandfather



grandmother



brother



sister

## Additional Materials

Lesson 2: Who is In My Family?

### VCe Cards

hat	e
pet	e
pin	e
tot	e
cut	e

## Additional Materials

Lesson 2: Who is In My Family?

### Re- Prefix Cards

re	view
re	heat
re	do
re	use
re	make

## UNIT 1: Family Occupations

### Lesson 3: My Family Tree

Lesson Component	Experiencing Language Lesson Plan 3 - My Family Tree
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of family trees</li> <li>Write a story about a shared experience using speech recognition technology</li> <li>Create a family tree to represent members of their family</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information about familiar texts, topics, and experiences.</li> </ul> <p><b>ELP Standard 8:</b> An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Pipe cleaners</li> <li>Construction paper</li> <li>iPads/electronic devices</li> <li>Tree Comparison Picture Cards</li> <li>Index cards</li> <li>Writing Journals</li> <li>Decoding Word Cards</li> <li>-less Suffix cards</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> <li>Family Tree</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class, then collect for use in the next day's lesson.</li> <li>Show students Tree Comparison Picture Cards.             <ul style="list-style-type: none"> <li><b>Question:</b> How are these trees different? Explain the meaning of the target vocabulary term <i>family tree</i> and its similarities to an actual tree.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>As a whole group, play Interactive Family Tree game. <a href="http://www.english-time.eu/hry/family-tree.php?zpet=teacher">http://www.english-time.eu/hry/family-tree.php?zpet=teacher</a></li> </ul>
<b>Hands-on Learning</b>	Using pipe cleaners and construction paper, create family trees. Share completed trees with classmates using target vocabulary and other family vocabulary words (see example on page 28).
<b>Children's Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread whole-group story dictation from day 1 lesson. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. Review 6-8 chosen words from previous lesson. Students will be demonstrating vocabulary comprehension during independent work time.
<b>Additional Reading Material</b>	<p>Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time.</p> <ul style="list-style-type: none"> <li><i>My Family Tree and Me</i> by Dusan Petricic</li> <li><i>The Brothers and the Starfruit Tree</i> by Suzanne I. Barchers</li> <li><i>In the Tree House</i> by Andrew Larsen</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>Students use classroom iPads/devices and speech recognition apps to dictate original stories about their personal family trees. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>Students create illustrations of 6-8 chosen words from whole-group story dictation. Students generate sentences using chosen words.</li> <li>Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Show students the decoding word cards. Have students look at the cards and sort them by differences (ie. create a group of <i>short e</i> words, such as <i>bet</i>, and create a group of words containing the <i>-ee</i> vowel digraph, such as <i>tree</i>).</p>
<b>Morphological Awareness</b>	<b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce students to the suffix <i>-less</i> . Use the suffix word cards to show how the addition of <i>-less</i> changes the meaning of each root word. Generate sentences using root words with and without <i>-less</i> .
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Document student progress of decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> <li><b>Whole Group Assessment:</b> Administer the previously prepared <b>Story Dictation Question Check</b> based on whole-group story dictation (see example on page 33).</li> </ul>



### Teacher Preparations for Next Lesson

- Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).
- Gather props/realia for next lesson: clothing or tools used in various occupations (lab coat, hammer, work uniform, helmets, etc.).



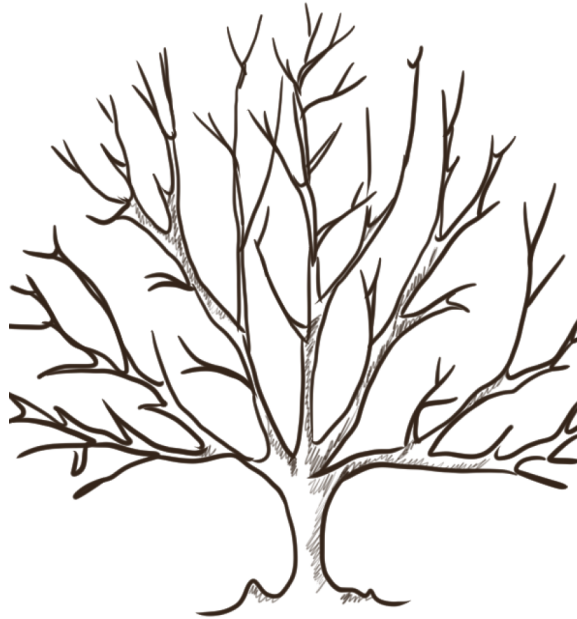
A student writes his family member names in his home language, Arabic.



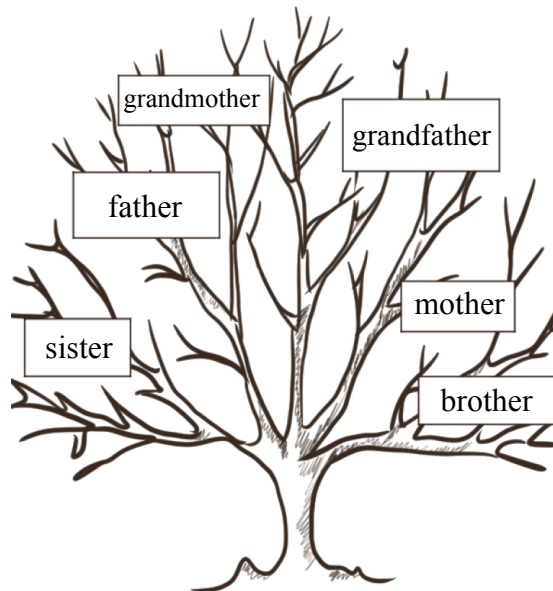
## Additional Materials

Lesson 3: My Family Tree

### Tree Comparison Picture Cards



HOW ARE THESE TREES DIFFERENT?



## Additional Materials

### Lesson 3: My Family Tree

#### Vocabulary Illustrations and Sentences

Name \_\_\_\_\_

Family Story Vocabulary

**Directions:** Draw a picture to show the meaning of each vocabulary word.

_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

Family Story Vocabulary

**Directions:** Write a sentence using each vocabulary word.

_____
_____
_____
_____
_____
_____
_____
_____

## Additional Materials

Lesson 3: My Family Tree

### Decoding Word Cards

<b>bet</b>	<b>tree</b>
<b>led</b>	<b>see</b>
<b>pen</b>	<b>deed</b>
<b>red</b>	<b>free</b>
<b>get</b>	<b>teen</b>

## Additional Materials

Lesson 3: My Family Tree

### **-less Suffix Cards**

care	less
fear	less
life	less
name	less

## Additional Materials

Lesson 3: My Family Tree

### Story Dictation Question Check Example

Name _____	Story Quiz	
<b>Our Families</b>		
1. Mrs. Sunday's family has five people.	YES	NO
2. Abdi said, "My family are nice to me."	YES	NO
3. Tuka said, "My sister is nice to me."	YES	NO
4. Zakaria said, "My family has four people."	YES	NO
5. Esmeralda said, "My family is nice and strong."	YES	NO
6. Tuka's family is Nepali.	YES	NO
7. Mohamed said, "I have one brother."	YES	NO
8. Esmeralda's sister is three.	YES	NO
9. Ibrahim's family is from Jordan.	YES	NO
10. Margaret's family is from Jordan.	YES	NO

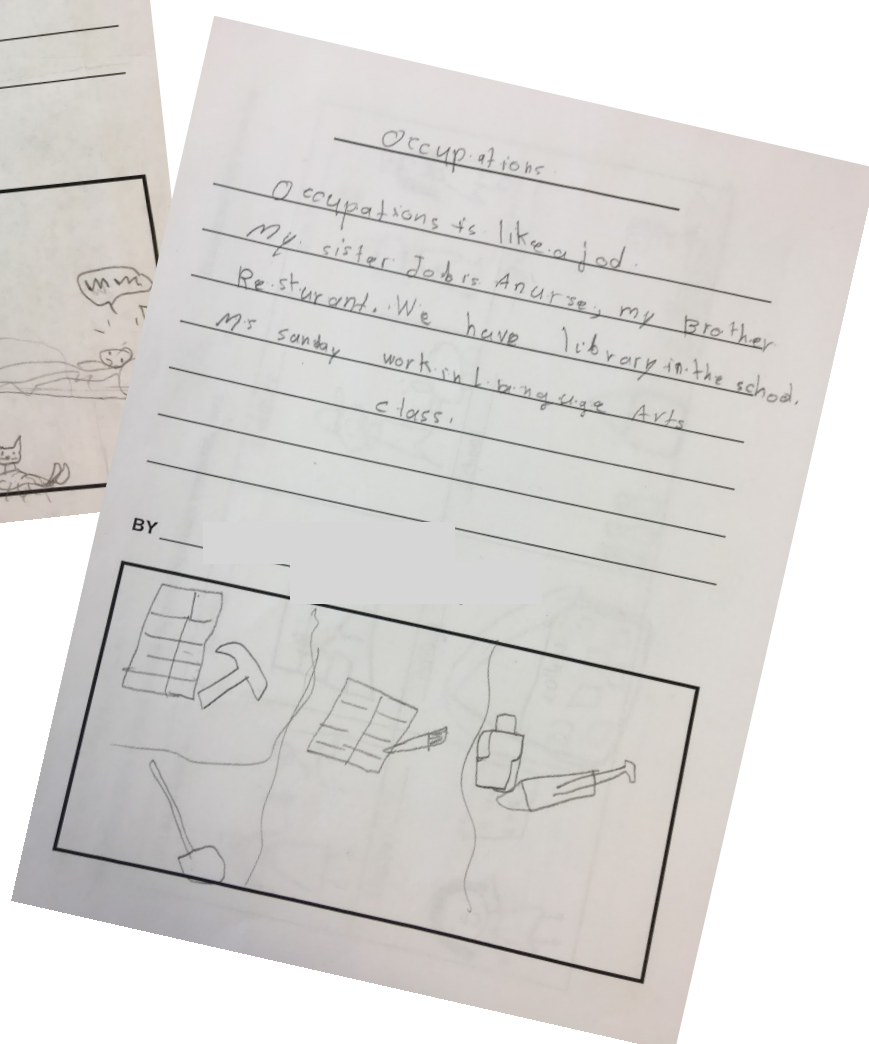
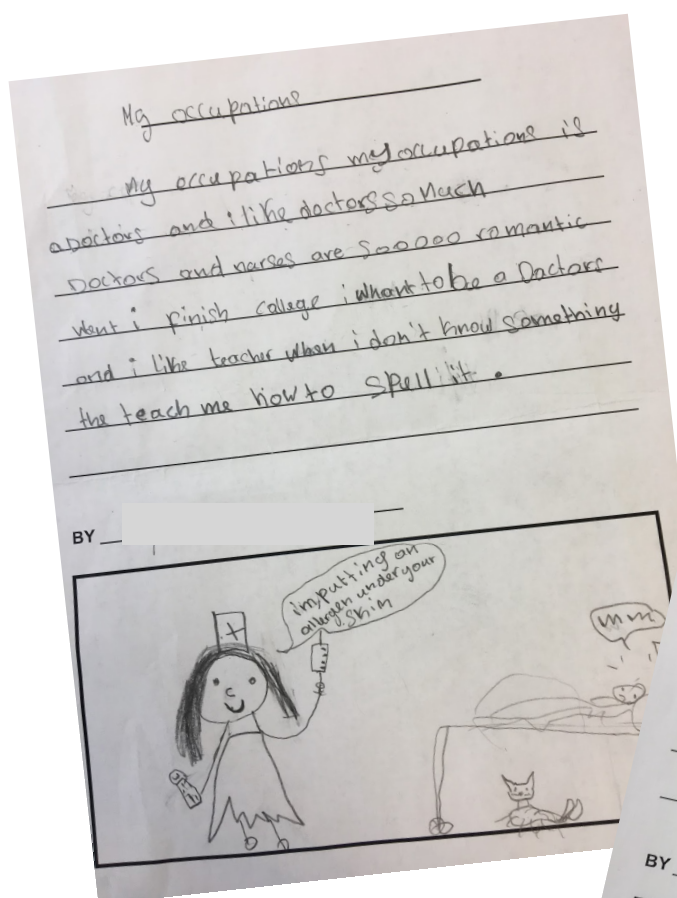
## UNIT 1: Family Occupations

### Lesson 4: **A World of Occupations**

Lesson Component	Experiencing Language Lesson Plan 4 - A World of Occupations
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of occupations</li> <li>Write a story about a shared experience using speech recognition technology</li> <li>Identify a number of tools and terms specific to various occupations</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information about familiar texts, topics, and experiences.</li> </ul> <p><b>ELP Standard 9:</b> An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.</p> <ul style="list-style-type: none"> <li>with support (including context and visual aids) and nonverbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences with limited control.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Sentence starter strips</li> <li>iPads/electronic devices</li> <li>Occupation Picture Cards</li> <li>Index cards</li> <li>Writing Journals</li> <li>Word Family cards (-in and -an)</li> <li>-able, -ible Suffix cards (Sets 1 and 2)</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Job</li> <li>Occupation</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class. Students then work with a classmate to teach their <i>Key Vocabulary</i> to a friend, then collect for use in the next day's lesson.</li> <li>Write the word <i>occupation</i> on the board. Have students brainstorm what the word could mean.</li> <li>Show students Occupation Picture Cards to support understanding of the <i>Target Vocabulary</i>. Discuss what</li> </ul>

	<p>students see in the different pictures (tools, uniforms, etc.). Identify the occupations represented in each Picture Card.</p>
<b>Hands-on Learning</b>	<p>Show students props/realia representing various occupations (lab coat, hammer, work uniform, helmets, etc.). Students can hold/try on uniforms and tools and imagine what a job would be like using the different materials.</p> <p>Show students sentence starters to use while discussing the different occupation materials:</p> <ul style="list-style-type: none"> <li>• A _____ wears a _____.</li> <li>• This tool is used by a _____.</li> <li>• This tool is used for _____.</li> </ul>
<b>Children’s Oral Language as Reading Material</b>	<p><b>Whole-group instruction:</b> Students work together to orally dictate a story about <i>occupations</i>. Teacher transcribes student dictation exactly how it is stated. When complete, read aloud to the class.</p>
<b>Additional Reading Material</b>	<p>Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time.</p> <ul style="list-style-type: none"> <li>• <i>Meet My Neighbor, the Librarian</i> by Marc Crabtree</li> <li>• <i>Hospital Workers in the Emergency Room</i> by Bobbie Kalman</li> <li>• <i>Hooray for Farmers!</i> by Kurt Waldendorf</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about occupations. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Introduce students to Word Families <i>-an</i> and <i>-in</i>. Have students look at all the Word Family cards. Students try to sort words into groups based on commonalities. Students place words onto Word Family chart.</p>
<b>Morphological Awareness</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce students to complete root words (ie. <i>honor, predict, enjoy, fashion</i>) and incomplete root words (ie. <i>vis-, ed-</i>). Introduce the suffixes <i>-able</i> and <i>-ible</i>. Show students how <i>-able</i> is added to complete root words and <i>-ible</i> is added to incomplete root words to make new words with new meanings.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Document student progress on decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>During individualized instruction time, administer the <b>Language Experience Checklist</b> to individual students using individual story dictations written in student writing journals.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>Print individual copies of whole-group story dictation for each student.</li> <li>Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> </ul>





## Additional Materials

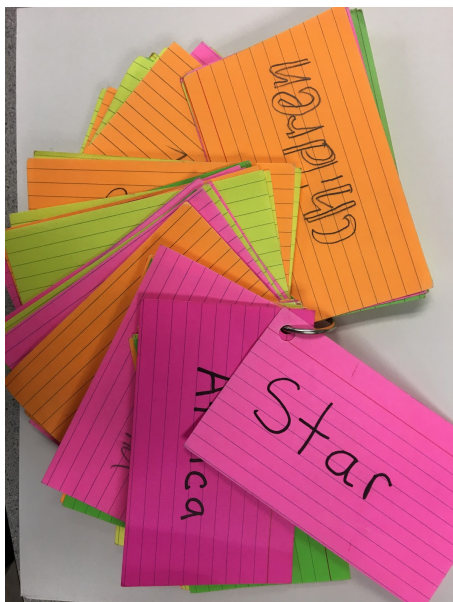
### Lesson 4: A World of Occupations

#### Story Dictation Example

### Occupations

Mrs. Sunday said, "Tuka wore boots just like a builder." Yusuf said, "I like to build a doghouse." Abdi said, "A doctor helps people when they're sick." Mohamed said, "The teacher use the marker and the board." Margaret said, "When I grow up, I will be a soldier." Esmeralda said, "When I finish college, I want to be a doctor." Tuka said, "I want to be a doctor." Maribel said, "The doctor is good." Zakaria said, "A teacher is working at the school."

**Written By: Mrs. Sunday's Class**



A student's growing personal word bank.

## Additional Materials

### Lesson 4: A World of Occupations

#### Occupation Picture Cards



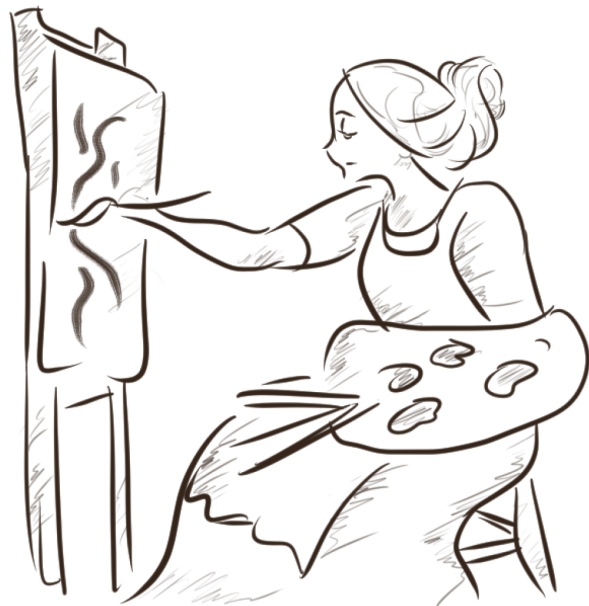
Doctor



Builder



Soldier



Artist

## Additional Materials

Lesson 4: A World of Occupations

**Word Family Cards (-in and -an)**

pin	fan
shin	can
fin	ran
bin	pan
kin	man

## Additional Materials

Lesson 4: A World of Occupations

### Word Family Chart

-an Words	-in Words

## Additional Materials

Lesson 4: A World of Occupations

***-able, -ible* Suffix Cards (set 1)**

honor	able
vis	ible
predict	able
enjoy	able

## Additional Materials

Lesson 4: A World of Occupations

***-able, -ible* Suffix Cards (set 2)**

fashion	able
ed	ible
terr	ible
collect	able

## Unit 1: Family Occupations

### Lesson 5: Occupations in Our School

Lesson Component	Experiencing Language Lesson Plan 5 - Occupations in Our School
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of occupations in a school setting</li> <li>Write a story about a shared experience using speech recognition technology</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul> <p><b>ELP Standard 9:</b> An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.</p> <ul style="list-style-type: none"> <li>with support (including context and visual aids) and nonverbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences with limited control.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>-er Suffix cards</li> <li>Word Family cards (-ot and -et)</li> <li>Index cards</li> <li>Writing Journals</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Occupation</li> <li>Job</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class. Students then trade cards with a classmate and quiz each other on reading their <i>Key Vocabulary</i> words, then collect for use in the next day's lesson.</li> <li><b>Questions:</b> Think about the occupations we talked about yesterday. What is different about each person? These are all different occupations. Some of these occupations are even in our school.</li> </ul>
Hands-on Learning	Take students on a walking tour of the school in search of various occupations within the building (teachers, administrators, custodians,

	nurse, etc.). Document student observations to use in the following activities.
<b>Children’s Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread yesterday’s whole-group story dictation. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. As a group, choose 6-8 words to study further. Students and teacher circle chosen words in personal copies of whole-group story. Students then write chosen words on index cards to add to their personal word banks.
<b>Additional Reading Material</b>	Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>Hooray for Teachers!</i> by Elle Parkes</li> <li>• <i>Who Works at Hannah’s School?</i> by Lisa Bullard</li> <li>• <i>Let’s Meet a Police Officer</i> by Gina Bellisario</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about the walking tour. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> A continuation of word family studies. Introduce students to <i>-et</i> and <i>-ot</i>. Follow lesson 4 <b>Decoding activities</b> procedures for students to practice new word families.</p>
<b>Morphological Awareness</b>	<b>Small group instruction:</b> During independent work time, introduce the suffix <i>-er</i> and its meaning to a chosen small group. Demonstrate how the suffix is used at the end of many occupational titles: teach <i>-er</i> , garden <i>-er</i> , farm <i>-er</i> , work <i>-er</i> . Students practice reading words with and without <i>-er</i> suffix. Work together to find words with <i>-er</i> suffix in various texts.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• During individualized instruction time, administer the <b>Language Experience Checklist</b> to individual students using individual story dictations written in student writing journals.</li> <li>• Document student progress in decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>• Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> <li>• Prepare comprehension questions for Story Dictation Question Check.</li> <li>• If possible, secure a guest speaker to visit the classroom to</li> </ul>



discuss his or her career. This could be someone from the community (police officer, city worker, etc.) or it could be someone within the school (media specialist, administrator, counselor, etc.). This activity will be used in the Hands-on Learning portion of Lesson 7.

## Occupations

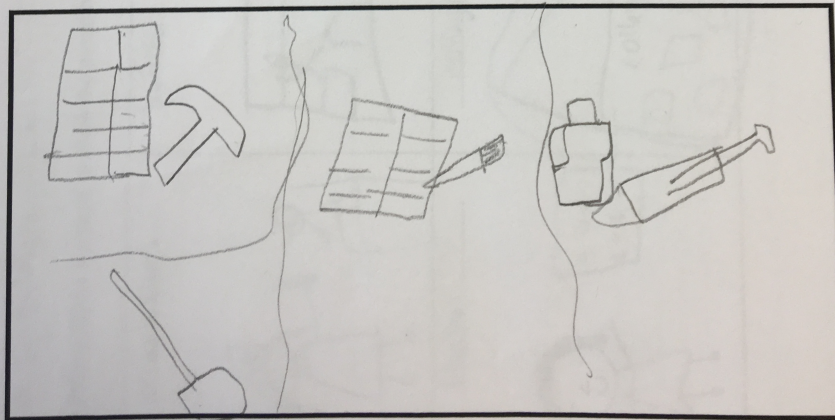
Occupations is like a job.

My sister Jobs Anurse, my Brother

Re-sturant. We have library in the school.

Ms Sunday work in Language Arts  
class.

BY \_\_\_\_



## Additional Materials

Lesson 5: Occupations in Our School

### Word Family Cards

<b>cot</b>	<b>pet</b>
<b>rot</b>	<b>jet</b>
<b>not</b>	<b>met</b>
<b>slot</b>	<b>bet</b>
<b>dot</b>	<b>let</b>

## Additional Materials

Lesson 5: Occupations in Our School

### Word Family Chart

-et Words	-ot Words

## Additional Materials

Lesson 5: Occupations in Our School

### **-er Suffix Cards**

teach	er
farm	er
work	er
garden	er

## UNIT 1: Family Occupations

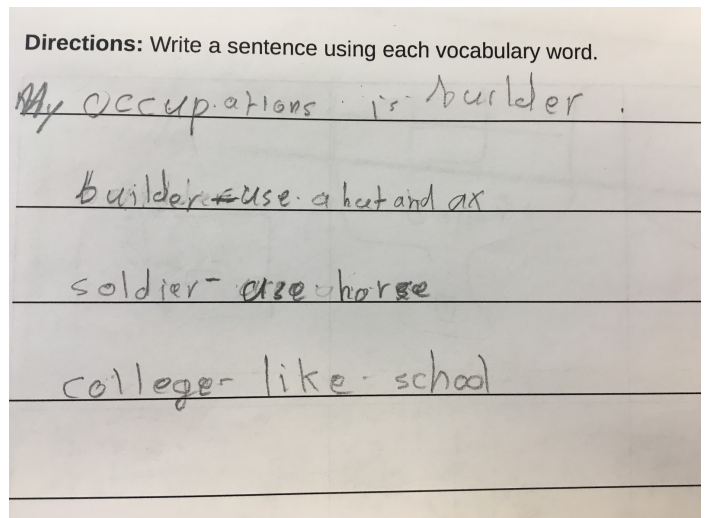
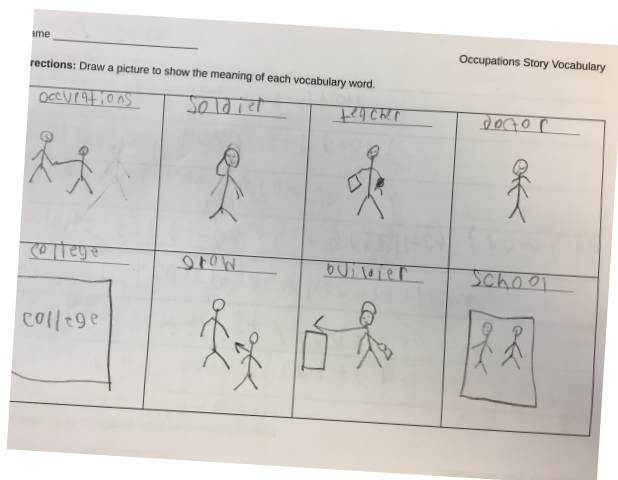
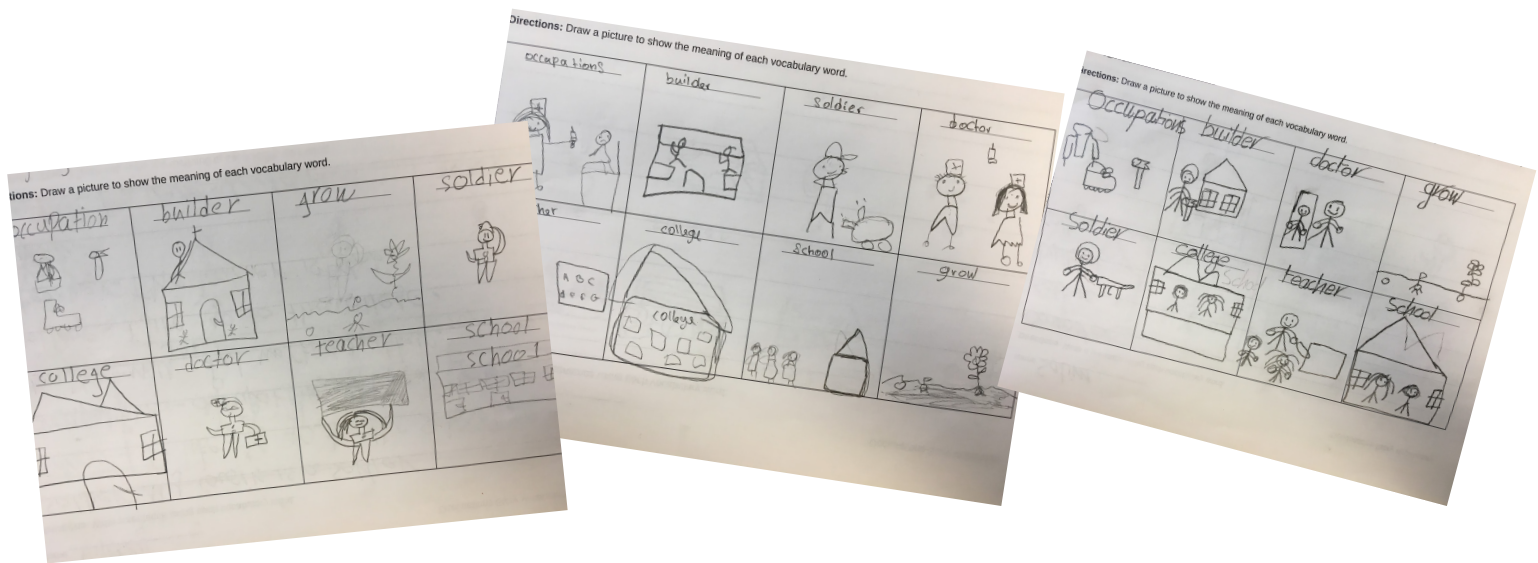
### Lesson 6: Occupations in Our Families<sup>3</sup>

Lesson Component	Experiencing Language Lesson Plan 6 - Occupations in Our Families
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of family occupations</li> <li>Write a story about a shared experience with teacher support</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul> <p><b>ELP Standard 8:</b> An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <ul style="list-style-type: none"> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Family trees (see lesson 3)</li> <li>Index cards</li> <li>Writing Journals</li> <li>Compound Word Cards</li> <li>-ing Suffix Cards</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> <li>Occupation</li> <li>Job</li> <li>Family Tree</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class, then collect for use in the next day's lesson.</li> <li><b>Questions:</b> We have learned about many different occupations in our class. Do any of your family members have these same occupations? What occupations are in your</li> </ul>

<sup>3</sup> This lesson illustrates what a lesson may look like if technology and devices are not available. Additional activities are included for independent work time to allow the teacher to transcribe individual student story dictations and typical small-group activities are conducted in whole-group instruction.

	family?
<b>Hands-on Learning</b>	Pass out family trees from lesson 3. Review family members by sharing names of members written on tree leaves. Students will now add to their family trees by including family members' occupations on each leaf. If some members do not have jobs (younger siblings, young cousins, etc.), other descriptive information can be added, such as hobbies, sports, or other interests.
<b>Children's Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread whole-group story dictation from day 4 lesson. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. Review 6-8 chosen words from previous lesson. Students will demonstrate vocabulary comprehension during independent work time.
<b>Additional Reading Material</b>	Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>Town Leaders</i> by Emily C. Dawson</li> <li>• <i>Doctor Nice</i> by Valeri Gorbachev</li> <li>• <i>The Biggest Job of All</i> by Harriet Ziefert</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Teacher works one-on-one with each student to assist in transcribing individual story dictations about family occupations.</li> <li>• During independent work time, students will work on story vocabulary activities. <ul style="list-style-type: none"> <li>◦ Students create illustrations of 6-8 chosen words from whole-group story dictation. Students will then write sentences using the chosen words, as well as words in their personal word banks.</li> </ul> </li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Whole group instruction:</b> Work with students on comprehension skills using the whole-group story dictation. As students demonstrate understanding of words in the story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Introduce students to compound words by combining smaller CVC and VCe words together (cup + cake, sun + rise, sun + set, etc.). Students can use word cards to create both real and nonsensical compound words (sun + cake, cup + rise, etc.).</p>
<b>Morphological Awareness</b>	<p><b>Whole group instruction:</b> Introduce students to <i>-ing</i> suffix and adding the suffix to verbs (build + ing, kick + ing, buy + ing, etc.). Generate sentences using both verbs without <i>-ing</i> and words with <i>-ing</i>. Encourage students to create sentences about family members and their occupations (ie. My mother is <i>buying</i> food at the store. My father is a carpenter and is <i>building</i> houses.). Sentences can be written in students' writing journal.</p> <ul style="list-style-type: none"> <li>• The following is an extension to the morphological awareness activity discussed in lesson 5: <ul style="list-style-type: none"> <li>◦ Review verbs discussed in lesson 5 (<i>teach, farm, work, garden</i>) and adding <i>-er</i> to create nouns. Show</li> </ul> </li> </ul>

	students how adding <i>-ing</i> to the same words can create new verbs.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Document student progress of decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> <li><b>Whole Group Assessment:</b> Administer the Story Dictation Question Check previously prepared (see example).</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> <li>If possible, secure a guest speaker to visit the classroom to discuss his or her career. This could be someone from the community (police officer, city worker, etc.) or it could be someone within the school (media specialist, administrator, counselor, etc.). This activity will be used in the Hands-on Learning portion of the following lesson.</li> </ul>



## Additional Materials

### Lesson 6: Occupations in Our Families

#### Vocabulary Illustrations and Sentences

Name \_\_\_\_\_

Occupations Story Vocabulary

**Directions:** Draw a picture to show the meaning of each vocabulary word.

_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

Occupations Story Vocabulary

**Directions:** Write a sentence using each vocabulary word.

_____
_____
_____
_____
_____
_____
_____
_____



## Additional Materials

Lesson 6: Occupations in Our Families

### Compound Word Cards

<b>cup</b>	<b>cake</b>
<b>sun</b>	<b>rise</b>
<b>sun</b>	<b>set</b>
<b>up</b>	<b>set</b>
<b>home</b>	<b>run</b>

## Additional Materials

Lesson 6: Occupations in Our Families

### -ing Suffix Cards

<b>kick</b>	<b>ing</b>
<b>cook</b>	<b>ing</b>
<b>build</b>	<b>ing</b>
<b>look</b>	<b>ing</b>
<b>buy</b>	<b>ing</b>

## Additional Materials

Lesson 6: Occupations in Our Families

### Story Dictation Question Check Example

Name _____	Story Quiz	
<b>Occupations</b>		
1. Tuka wore boots just like a doctor.	YES	NO
2. Yusuf said, "I like to build a doghouse."	YES	NO
3. Abdi said, "A builder helps people when they're sick."	YES	NO
4. Mohamed said, "The teacher use the marker and the board."	YES	NO
5. Margaret said, "When I grow up, I will be a soldier."	YES	NO
6. Esmeralda said, "When I finish high school, I want to be a doctor."	YES	NO
7. Tuka said, "I want to be a builder."	YES	NO
8. Maribel said, "The doctor is good."	YES	NO
9. Abdul said, "A soldier is working at the school."	YES	NO

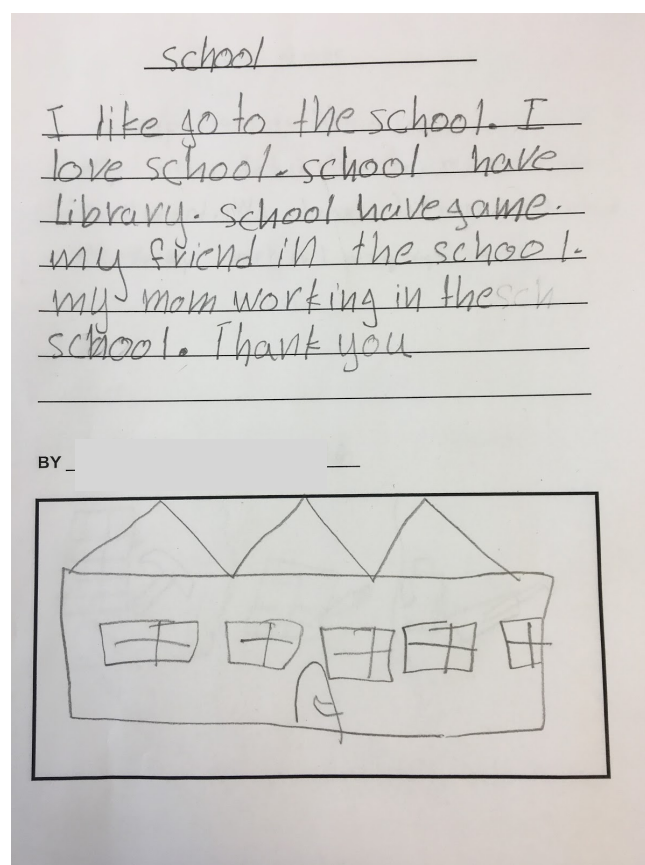
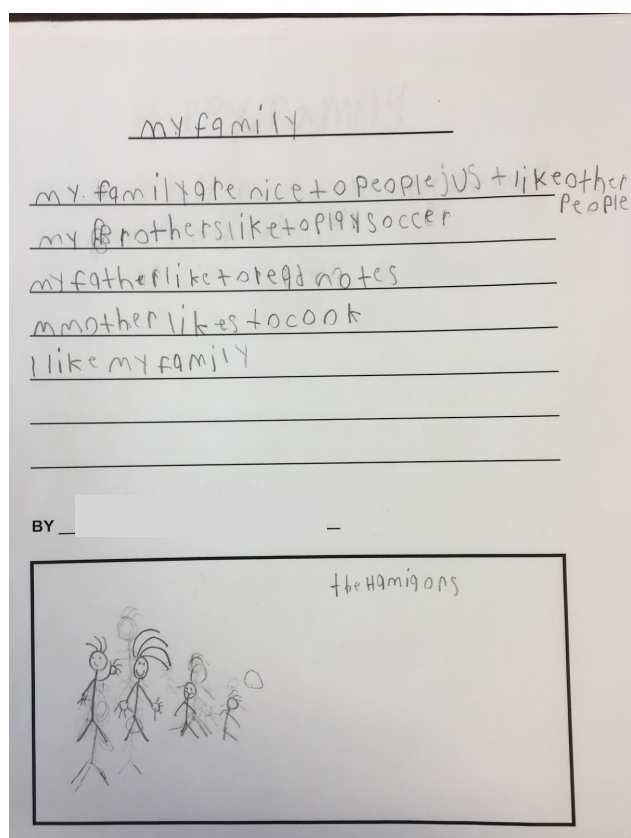
## UNIT 1: Family Occupations

### Lesson 7: Career Explorations - Part 1

Lesson Component	Experiencing Language Lesson Plan 7 - Career Explorations - Part 1
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of careers and occupations</li> <li>Write a story about a shared experience using speech recognition technology</li> <li>Conduct research about a chosen occupation</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul> <p><b>ELP Standard 5:</b> An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . .             <ul style="list-style-type: none"> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul> </li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>Index cards</li> <li>Writing Journals</li> <li>Research Guides</li> <li><i>pre-</i> Prefix cards</li> <li><i>-ff, -ll, -ss, -zz</i> Words</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> <li>Occupation</li> <li>Job</li> <li>Career</li> <li>Exploration</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class. Students then work with a classmate to teach their <i>Key Vocabulary</i> to a friend, then collect for use in the next day's lesson.</li> <li>Introduce the target vocabulary word <i>career</i>. "Some people have jobs for a short time (a high school student with a</li> </ul>

	part-time summer job). Some people have jobs for a long time. Those jobs become a <i>career</i> .”
<b>Hands-on Learning</b>	Introduce students to today’s guest speaker. Allow the speaker to share key information about his or her career. Encourage students to explore the particular career by asking questions (if a guest speaker is not possible to arrange in the classroom, choose a book from the Additional Reading Material section to read aloud to the class and introduce a new career to the students, such as <i>Let’s Meet a Veterinarian</i> by Gina Bellisario).
<b>Children’s Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Students work together to orally dictate a story about today’s guest speaker. Teacher transcribes student dictation exactly how it is stated. When complete, read aloud to the class.
<b>Additional Reading Material</b>	Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>America’s Oddest Jobs</i> by Therese M. Shea</li> <li>• <i>Let’s Meet a Veterinarian</i> by Gina Bellisario</li> <li>• <i>Helpers in My Community</i> by Bobbie Kalman</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students will be researching and <b>exploring</b> one career of their choice and becoming a “class expert” on their chosen career. This could be the career of the guest speaker or a career introduced in previous additional reading material. Students will have the opportunity to use previously introduced texts as well as conduct online research using devices. <ul style="list-style-type: none"> <li>○ To collect information about each students’ chosen career, students will complete the sentence starter research guide independently.</li> </ul> </li> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about the guest speaker. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Using letter tiles, introduce students to double consonants -ff, -ll, -ss, -zz. Say a word aloud and see how students would spell it based on sound using letter tiles (<i>staff, hill, mess, jazz</i>). Once students have attempted to spell the words with the tiles, show students the correct spelling of each word and introduce the pattern. Students generate words independently to spell with their tiles.</p>

<b>Morphological Awareness</b>	<b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce the prefix <i>pre-</i> . Students read the root words and generate sentences using both root words without <i>pre-</i> and words with <i>pre-</i> .
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Use the student research guide as a formative assessment to check progress and understanding prior to the next lesson.</li> <li>• Document student progress of decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>• Print individual copies of whole-group story dictation for each student.</li> <li>• Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> </ul>



## Additional Materials

Lesson 7: Career Explorations (Part 1)

### Sentence Starter Research Guide

Name \_\_\_\_\_

### Research Guide

**I am researching...**

\_\_\_\_\_

My career is \_\_\_\_\_

A person in my career goes to school for \_\_\_\_\_ years.  
(number)

My career is interesting because \_\_\_\_\_

\_\_\_\_\_

Three facts about my career are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

A person in my career helps other people by \_\_\_\_\_

\_\_\_\_\_

## Additional Materials

Lesson 7: Career Explorations (Part 1)

### Sentence Starter Research Guide (cont.)

Name _____	Research Guide	
<b>I am researching...</b>		
_____		
A member of my family has this same career.	YES	NO
I want to have this career when I grow up.	YES	NO
Now that you are an expert, write your own story about your chosen career.		
_____		
_____		
_____		
_____		
_____		
_____		
_____		
_____		



## Additional Materials

Lesson 7: Career Explorations (Part 1)

### Pre- Prefix Cards

<b>pre</b>	<b>view</b>
<b>pre</b>	<b>heat</b>
<b>pre</b>	<b>read</b>
<b>pre</b>	<b>write</b>
<b>pre</b>	<b>date</b>

## Additional Materials

Lesson 7: Career Explorations (Part 1)

**-ff, -ll, -ss, -zz Words**

**staff**

**hill**

**mess**

**jazz**

### Student Generated Words

-ff	-ll	-ss	-zz

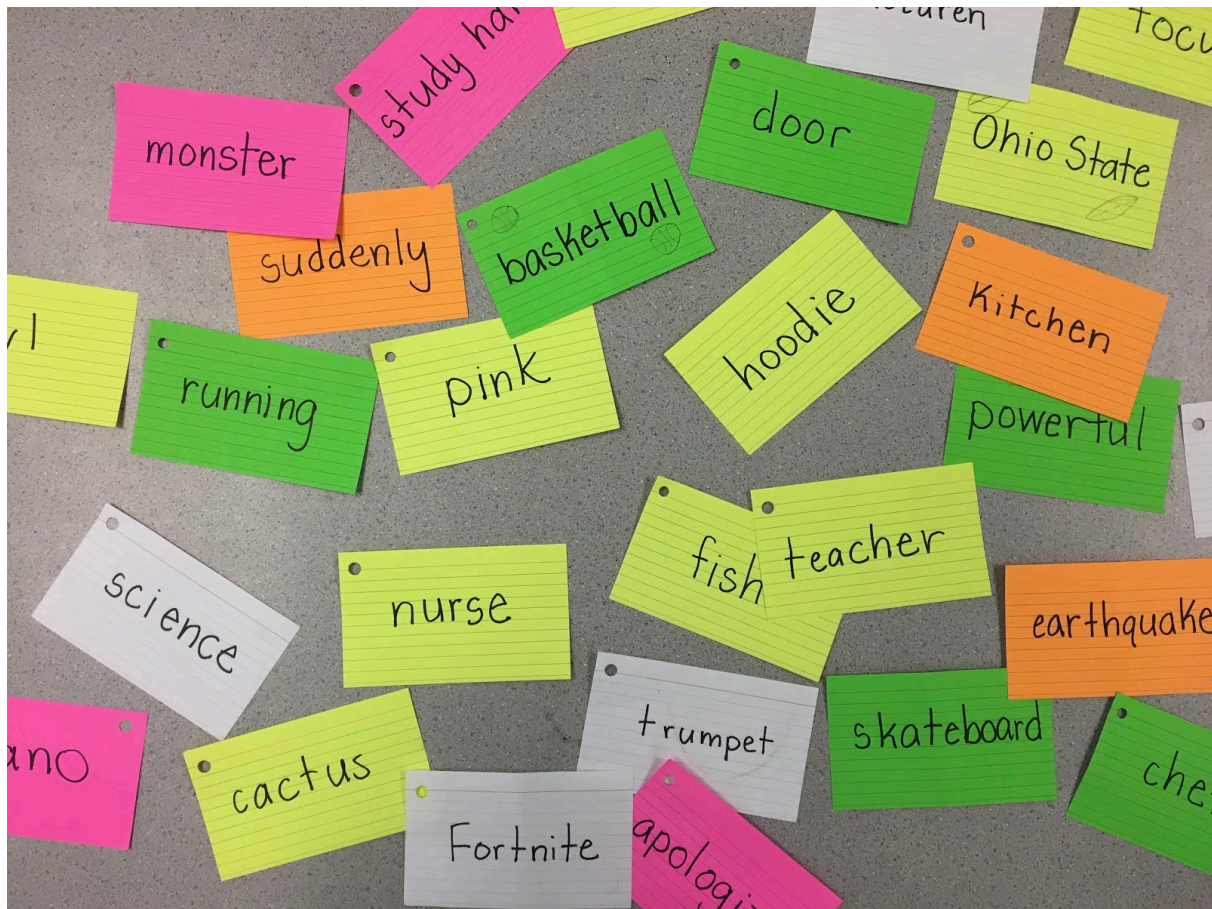
## UNIT 1: Family Occupations

### Lesson 8: Career Explorations - Part 2

Lesson Component	Experiencing Language Lesson Plan 8 - Career Explorations - Part 2
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of careers and occupations</li> <li>Write a story about a shared experience using speech recognition technology</li> <li>Conduct research about a chosen occupation</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul> <p><b>ELP Standard 5:</b> An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . .             <ul style="list-style-type: none"> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul> </li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>-ful/ Suffix cards</li> <li>Research Guides</li> <li>Letter tiles</li> <li>Question Word cards</li> <li>Index cards</li> <li>Writing Journals</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Careers</li> <li>Occupations</li> <li>Exploration</li> <li>Job</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Set a timer for a short amount of time (10 seconds) and encourage students to read as many of their cards as quickly as possible. Students share their word with the class, then collect for use in the next day's lesson.</li> </ul>
Hands-on Learning	Students will use a variety of websites and texts to explore various careers. Realia from lesson 4 will also be available for students to

	review.
<b>Children’s Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread yesterday’s whole-group story dictation. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. As a group, choose 6-8 words to study further. Students and teacher circle chosen words in personal copies of whole-group story. Students then write chosen words on index cards to add to their personal word banks.
<b>Additional Reading Material</b>	Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>What Do They Do? Doctors</i> by Josh Gregory</li> <li>• <i>Meet My Neighbor, the Chef</i> by Marc Crabtree</li> <li>• <i>Nurse</i> by Kevin Cunningham</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students will continue researching and <b>exploring</b> one career of their choice and become a “class expert” on their chosen career. This could be the career of the guest speaker or a career introduced in previous additional reading material. Students will have the opportunity to use previously introduced texts as well as conduct online research using devices. Students will be presenting their findings to classmates in the following lesson.</li> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about the their chosen “expert” career. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Introduce students to the digraph <i>wh-</i> (Students will use this digraph to create question words and questions to ask during class presentations). Show students the Question Word Cards and read each word aloud. <b>Questions:</b> What sound do you hear in all of these words? What letters are the same in all of these words? Students then use letter tiles to blend additional words read aloud (<i>white, whale</i>, etc.). Students then keep the Question Word Cards with them during student presentations to support them in generating their own questions orally.</p>
<b>Morphological Awareness</b>	<b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce students to the suffix <i>-ful</i> . Use the suffix word cards to show how the addition of <i>-ful</i> changes the meaning of each root word. Generate sentences using root words with and without <i>-ful</i> .

	<ul style="list-style-type: none"> <li>The following is an extension to the morphological awareness activity discussed in lesson 3: <ul style="list-style-type: none"> <li>Review root words discussed in lesson 3 (<i>care, fear, etc.</i>) and adding <i>-less</i> to create new words. Show students how adding <i>-ful</i> to the same words can create new words with the opposite meaning (<i>careless</i> vs. <i>careful</i>).</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Use the student research guide as a formative assessment to check progress and understanding prior to the next lesson.</li> <li>Document student progress of decoding and morphological awareness concepts on <b>Student Mastery Checklist</b>.</li> <li>During individualized instruction time, administer the <b>Language Experience Checklist</b> to individual students using individual story dictations written in student writing journals.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> <li>Plan a model presentation about a specific occupation for students.</li> </ul>



**A class collection of Key Vocabulary.**

## Additional Materials

Lesson 8: Career Explorations - Part 2

### Question Word Cards

**What?**

**Where?**

**When?**

**Why?**

## Additional Materials

Lesson 8: Career Explorations - Part 2

### ***-ful* Suffix Cards**

wonder	ful
thank	ful
joy	ful
thought	ful

## UNIT 1: Family Occupations

### Lesson 9: What Will My Career Be?

Lesson Component	Experiencing Language Lesson Plan 9 - What Will My Career Be?
Lesson Objective(s)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of careers and occupations</li> <li>Write a story about a shared experience using speech recognition technology</li> <li>Present factual information about a researched occupation</li> </ul>
Ohio ELP Standards	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul> <p><b>ELP Standard 5:</b> An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . .             <ul style="list-style-type: none"> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul> </li> </ul> <p><b>ELP Standard 8:</b> An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <ul style="list-style-type: none"> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>Research Guides</li> <li>Index cards</li> <li>Writing Journals</li> </ul>
Target Vocabulary	<ul style="list-style-type: none"> <li>Careers</li> <li>Occupations</li> <li>Job</li> <li>Exploration</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word with the class, then collect for use in the next day's lesson.</li> <li>Model what a presentation should look like for students by</li> </ul>



	giving a brief presentation on a specific occupation. Encourage students to ask questions.
<b>Hands-on Learning</b>	Students will have the opportunity to present information they have learned through their research of a specific career. Presentations can be modeled after earlier guest speaker's presentation, allowing students to pose as "experts" on their chosen career.
<b>Children's Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Reread whole-group story dictation from day 4 lesson. Provide students reading opportunities as well: choral reading, echo reading, partner reading, etc. Review 6-8 chosen words from previous lesson. Students will be demonstrating vocabulary comprehension during independent work time.
<b>Additional Reading Material</b>	Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time. <ul style="list-style-type: none"> <li>• <i>Let's Meet a Dentist</i> by Bridget Heos</li> <li>• <i>Community Helpers: Firefighters</i> by Cari Meister</li> <li>• <i>Mail Carriers</i> by Julie Murray</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students use classroom iPads/devices and speech recognition apps to dictate original stories about their chosen "expert" careers. Students copy individual dictations into writing journals. Students may also illustrate individual stories in writing journals.</li> <li>• During independent work time, students will work on story vocabulary activities. <ul style="list-style-type: none"> <li>◦ Students create illustrations of 6-8 chosen words from whole-group story dictation. Students will then write sentences using the chosen words, as well as words in their personal word banks.</li> </ul> </li> <li>• Teacher assists individual students as needed and leads small-group instruction sessions.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on comprehension skills using whole-group story dictation. As students demonstrate understanding of words in story dictation, assist students in adding words to their individual word banks. As word banks grow, words are used to support independent writing.</p> <p><b>Decoding activities:</b> Students work together to read decodable sentences utilizing all previously learned unit concepts (CVC, VCe, <i>wh-</i>, <i>ff</i>, <i>ll</i>, <i>ss</i>, <i>zz</i>, etc.). Reteach any necessary concepts based on student competence during decoding activities.</p>
<b>Morphological Awareness</b>	<p><b>Small group instruction:</b> During independent work time, work with a small group of students on morphological awareness. Introduce students to the suffix <i>-ly</i>. Use the suffix word cards to show how the addition of <i>-ly</i> changes each verb into an adverb. Generate sentences using root words with and without <i>-ly</i>.</p> <ul style="list-style-type: none"> <li>• The following is an extension to the morphological awareness activity discussed in lesson 8:</li> </ul>

	<ul style="list-style-type: none"> <li>Review root words discussed in lesson 8 (<i>wonder, thank, etc.</i>) and adding <i>-ful</i> to create new words. Show students how adding both <i>-ful</i> and <i>-ly</i> to the same words can create new adverbs.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Take a running record of each student's reading of the Decodable Sentences to determine understanding of previously taught concepts.</li> <li>Document student progress of decoding and morphological awareness concepts on student mastery checklist.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>Prepare for summative assessment.</li> <li>Review whole-group story dictation for words to use in future decoding activities (digraphs, long or short vowels, etc.).</li> </ul>

Name \_\_\_\_\_ Occupations Story Vocabulary

**Directions:** Write a sentence using each vocabulary word.

occupations is like a job

soldiers half the country to be safe

teachers help the students to learn

doctor house people when they get sick

colleges for people that graduated from high school

grow is when you grow up

builders build houses for people

schools for student and big people

**A student uses target vocabulary in sentences about occupations.**

## Additional Materials

Lesson 9: What Will My Career Be?

### Vocabulary Illustrations and Sentences

Name \_\_\_\_\_

Career Story Vocabulary

**Directions:** Draw a picture to show the meaning of each vocabulary word.

_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

Career Story Vocabulary

**Directions:** Write a sentence using each vocabulary word.

_____
_____
_____
_____
_____
_____
_____
_____

## Additional Materials

Lesson 9: What Will My Career Be?

### Decodable Sentences

1. I can run up the hill with my mom.
2. I will save my cupcake for sunset.
3. My brother was upset when he fell in the hole.
4. What time will we ring the bell?
5. I see the class is full of kids.
6. The pet cat ran up the tree to bite the seed.
7. I kiss the bee sting on my sister's knee.
8. At sunrise I will sing jazz to wake up my dad.
9. Where can I put the stuff from inside my tote?
10. He let the white dog pull the sled into the cave.

## Additional Materials

Lesson 9: What Will My Career Be?

### ***-ful* Suffix Cards**

quick	ly
soft	ly
loud	ly
slow	ly

## UNIT 1: Family Occupations

### Lesson 10: Summative Assessment<sup>4</sup>

Lesson Component	Experiencing Language Lesson Plan 10 - Summative Assessment
<b>Lesson Objective(s)</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Orally use many words related to the topic of families and occupations</li> <li>Read previously written class stories aloud</li> <li>Demonstrate their understanding of previously learned concepts</li> </ul>
<b>Ohio ELP Standards</b>	<p><b>ELP Standard 3:</b> An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> <li>An emergent EL can . . . communicate simple information or feelings about familiar topics or experiences.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper</li> <li>iPads/electronic devices</li> <li>Summative assessment forms</li> <li>Decoding materials</li> <li>Prefix/suffix materials</li> <li>Index cards</li> <li>Writing Journals</li> </ul>
<b>Target Vocabulary</b>	<ul style="list-style-type: none"> <li>Family</li> <li>Members</li> <li>Careers</li> <li>Jobs</li> <li>Occupations</li> <li>Exploration</li> <li>Family Tree</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Continue <i>Key Vocabulary</i> daily warm-up activity: Place <i>Key Vocabulary</i> cards from previous lesson in a small pile. As students enter the room, students choose which word belongs to them. Students read their word aloud to the class. Once this is complete, ask each student what new word he or she would like to see in writing. Write each <i>Key Vocabulary</i> word on an index card. Students share their word then add all cards to their personal word banks.</li> </ul>
<b>Hands-on Learning</b>	<p>Students will be creating a book of all whole group story dictations written throughout the unit. The book will include their personal illustrations and can also include individual student stories as well (a printable cover page is included). Students can cut up magazine photographs to create a collage to represent their families and favorite occupations.</p>

<sup>4</sup> A number of assessments have been included in the Summative Assessment lesson. The assessments can be used in full or in part based on student need and understanding.

<b>Children’s Oral Language as Reading Material</b>	<b>Whole-group instruction:</b> Students read aloud their favorite whole-group story or independent story to the class.
<b>Additional Reading Material</b>	<p>Introduce several stories related to various occupations. Students may read these independently or with a partner during independent work time.</p> <ul style="list-style-type: none"> <li>• <i>Cool Careers: Athletic Trainer</i> by Pat Kummer</li> <li>• <i>Cool STEAM Careers: Video Game Designer</i> by Kevin Cunningham</li> <li>• <i>Postal Workers</i> by Cynthia Klingel</li> </ul>
<b>Individualized Instruction/Independent Work Time</b>	<ul style="list-style-type: none"> <li>• Students will use this time to complete their book of all whole-group story dictations written throughout the unit.</li> <li>• Review previously taught concepts for summative assessment.</li> <li>• Teacher assists individual students as needed.</li> </ul>
<b>Decoding/Comprehension Skills Instruction</b>	<b>Whole group instruction:</b> Review all previously taught concepts with students prior to summative assessment using decoding word cards and other lesson materials.
<b>Morphological Awareness</b>	<b>Whole group instruction:</b> Review all previously taught concepts with students prior to summative assessment using prefix and suffix cards and other lesson materials.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• During individualized instruction time, administer the <b>Language Experience Checklist</b> to individual students using individual story dictations written in student writing journals. Compare to pre-assessment to determine growth, strengths, and weaknesses.</li> <li>• <b>Whole group assessment:</b> Administer the decoding/morphological awareness summative assessment. Students will demonstrate their understanding of skills learned throughout the unit.</li> </ul>
<b>Teacher Preparations for Next Lesson</b>	<ul style="list-style-type: none"> <li>• Review assessments for any students in need of reteaching of specific concepts prior to starting new unit of study.</li> </ul>

## Additional Materials

Lesson 10: Summative Assessment

### Student Book Cover Page

*Family Occupations*

*Stories by* \_\_\_\_\_



## Additional Materials

Lesson 10: Summative Assessment

### Morphological Awareness Summative Assessment

Name \_\_\_\_\_

**Matching** - Match each prefix with its meaning.

- |         |       |           |
|---------|-------|-----------|
| 1. Pre- | _____ | a. not    |
| 2. Un-  | _____ | b. again  |
| 3. Re-  | _____ | c. before |

**Matching** - Match each suffix with its meaning.

- |          |       |                             |
|----------|-------|-----------------------------|
| 1. -er   | _____ | d. full of                  |
| 2. -ing  | _____ | e. makes an adverb          |
| 3. -able | _____ | f. changes a verb to a noun |
| 4. -ful  | _____ | g. an action in the present |
| 5. -less | _____ | h. without                  |
| 6. -ly   | _____ | i. able to                  |

## Additional Materials

Lesson 10: Summative Assessment

### Decoding Summative Assessment - Teacher Copy

#### **Teacher Directions–Section 1:**

Say each word aloud for students. Students will then spell each word using previously learned decoding strategies.

CVC words:

1. Kid
2. Mom
3. Dad
4. pet

VCe words:

1. Tote
2. Hate
3. Pete
4. Pine
5. Cute

#### **Teacher Directions–Section 2:**

Say each compound word aloud. Students will circle the correct word parts on their assessment sheet to form each compound word.

1. Cupcake
2. Sunrise
3. Upset
4. Sunset
5. Homerun

## Additional Materials

Lesson 10: Summative Assessment

### Decoding Summative Assessment - Student Copy

Name \_\_\_\_\_

Summative Assessment

**Directions-Section 1:** Spell each word using previously learned decoding strategies.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Directions-Section 2:** Circle the correct word parts to form each compound word.

1.	cup	sun	up	cake
2.	set	sun	rise	run
3.	up	home	set	cup
4.	sun	set	cake	rise
5.	set	cake	home	run

## Additional Resources

### Ohio English Language Proficiency Standards

ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS IN RELATION TO PARTICIPATION IN CONTENT AREA PRACTICES	
1.	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2.	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3.	speak and write about grade-appropriate complex literary and informational texts and topics
4.	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5.	conduct research and evaluate and communicate findings to answer questions or solve problems
6.	analyze and critique the arguments of others orally and in writing
7.	adapt language choices to purpose, task, and audience when speaking and writing
8.	determine the meaning of words and phrases in oral presentations and literary and informational text
9.	create clear and coherent grade-appropriate speech and text
10.	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for English language learners to engage in the central content-specific practices associated with English language arts and literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the services of the other seven standards.

### Useful websites

#### Ohio ELP Standards.

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx>.

**Family Member Games.** <https://www.mes-games.com/family.php>

**Family Tree Game.** <http://www.english-time.eu/hry/family-tree.php?zpet=teacher>

**Language Experience Special Interest Group.** <http://languageexperienceapproach.weebly.com/>

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## SECTION FIVE

### Concluding Thoughts

When I first began my journey into creating my new curriculum, I asked myself two questions:

1. How can the strengths of refugee students' be utilized in a literacy curriculum?
2. In what ways could a Language Experience Approach-based curriculum support emergent ELs in their literacy development?

To answer my first research question, I considered the lesson materials and texts I have had experience using throughout my teaching career. There have been many curricula created to support early readers and others created to support ELs. However, few address the many needs of all of these students, particularly those of refugee status. By utilizing the oral language strengths of refugees, it is my hope that the *Experiencing Language* curriculum supports the learning of all early readers in a classroom, regardless of first language or educational background.

For my final research question, it was necessary for me to explore LEA throughout history. The Language Experience Approach was a popular instructional method in the 60s and 70s; however, it has lost some of its popularity over the past few decades due to its challenging nature in the classroom. I hope by bringing LEA back into the classroom, its benefits to early readers will once again be recognized and its usage in schools revitalized. The number of ELs in the American classroom has significantly increased in recent years, and it is necessary to find the most effective methods of supporting these unique learners. Why not consider what has worked in the past in order to support what we teach in the present?

Although this curriculum was designed specifically with ELs and refugees in mind, it can easily be applied to any early reader. Because of this, my hope is that the utility of the *Experiencing Language* curriculum can expand beyond my emergent EL classroom and benefit many early readers in my district.

I envision my curriculum as far more than just a teacher's guide or instructional manual. To me, it is an evolving tool for both teachers and students. As a child's oral vocabulary grows, so will his teacher's use of LEA methods to support his learning and literacy. As a child's literacy grows, so will his engagement in education and his contributions to society. Children of refugee status can find pride in their learning accomplishments in spite of the many hardships they may have experienced in the past. Their limited English skills need not limit them from a powerful education that can be achieved by showing them their own personal strengths in the classroom.

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