

Annotation & Evaluation

[Go Back](#)

Hauser, Michelle				
ESOL Cluster 3				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 3.E.1. Plan instructional strategies that further ELL students' development in listening, speaking, reading, and writing English.	<input type="checkbox"/> 3.B.1. Develop instructional materials, plan instruction, and develop assessments, including collecting and evaluating interlanguage data that further ELL students' development in listening, speaking, reading, and writing English.	<input checked="" type="checkbox"/> 3.F.1. Implement instructional materials, lessons, and assessments, and scaffold communication to promote integrated language development appropriate for ELL students' level of English proficiency.	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
Comments from Evaluator: Extremely well written annotation. You have met all of the requirements for this cluster.				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>The first six artifacts under ESOL cluster three is a battery of reading assessments I administered to an ESOL student. I attended the course RED 4310 while I was involved with an Elementary school that I had the pleasure of completing an internship with. During this period of time I was given an individual assessment project to implement with a student of my choice. My instructor, Mrs. Senokossoff encouraged the class to perform these five related assessments with an ESOL student if it were possible. I decided to take this excellent advice and as a result I found a kindergarten student, who had already been identified as ESOL, who had moved from her native country and had been placed in her class at the beginning of the year with little knowledge of the English language. When I met this little girl it was already nearing the end of the year and so she knew enough English at this point that I could successfully complete this assessment project with her willing assistance. To execute the project itself I had to administer five different reading assessments to my ESOL student. The reading assessments were: an alphabet assessment in which I showed the upper and lower case letters of the alphabet to the student one at a time and she would give me the name of each letter, a basic sight word check where I would point to some sight words and the student would say the word that she thought it was, a phonemic segmentation assessment where the student broke up a word into its individual letter sounds, a rhyming assessment, and finally a running record was given on a book I chose based on the student's performance with the four previous assessments. I feel that it is important for me to note that these assessments were implemented over a span of time that was allotted to me by my instructor. In other words I did not perform all five assessments in one meeting with my chosen student.</p> <p>My instructor for RED 4310 was extremely knowledgeable about every topic she taught in that course and so when we discussed guided reading lessons she covered the lecture beautifully. The assignment that followed was to create a guided reading lesson plan and then implement it during the internship. The instructor always had us add in an ESOL section to our lesson plan and I had an ESOL student within my internship class, therefore I was always able to try out my ESOL strategies. When I employed this guided reading lesson the class was learning about farms and farm animals; this being the case I chose a packet of reading books called Farmyard Fiasco for the reading group that harbored my ESOL student. This guided reading lesson was geared toward the students who were just under their reading level for 1st grade. I began the lesson by hunting for prior knowledge asking whether all animals make the same sounds or if they make different sounds. When actually introducing the book I asked each student if they could give me a sound that a farm animal might make. Since there was some new vocabulary and compound words within the guided reading book I decided to do some word work with the students for the guided practice. The words we practiced were: fiasco, rooster, awful, carthorse, and hearty. I wrote down these words on a small white board one at a time and I chose students who volunteered to sound them out and guess at what those words meant. During the independent practice I gave each student a pencil with a large eraser to use as a pointer</p>				

and told the group to read through the book very softly. As a closure I produced a six sided dice and had each student in the group roll the dice. Whatever number they received was the page that they read out loud for me. While one student rolled the dice and read out loud the other students were all reading through the book again very softly to themselves. I had the other group members still reading like this through the closure to prevent student embarrassment by having everyone's attention on them. After a student had read a page out loud I would also ask them one or two comprehension questions related to whatever page they had read. As an assessment I informally watched the success rate the students experienced when sounding out the new vocabulary we practice. During the picture walk I also had a chance to gauge the students' prediction skills as they were using contextual clues. To gain a measure of each student's fluency I wrote some observational notes about each reader during the independent and closure activity in order to decide if they are developing well at their present level or if I should move them up or down a reading level.

The eighth artifact is a shared reading lesson plan I formed, called The Source of Food which was created for RED 4310, was another plan I implemented with the first graders that I had the opportunity to intern with. The main objectives that I wished for the class to obtain from this lesson are, the student will recognize that a majority of food is grown from the ground, the students will solve unknown words using context clues, and the students will recall what they have learned from the story by writing where their chosen food comes from and drawing an illustration of it. The lesson begins to unfold when I inquire if anyone in the class has seen or owned a garden and can anyone explain what a garden has in it? Then the students will be given a few minutes to think about food and everything they know about it, after which I will present to them the question of where our grocery stores get their food and how. This leads into the shared reading of the book *Seeds*, where on every page or so I have covered up a few words, except for the first letter, with post-its and the students take turns guessing what the word could be using context clues. Following the shared reading the students and I will take about ten minutes to create a graphic organizer upon the board which will show the types of foods mentioned in the book in one column and where it came from in the adjoining column. The students will be following along with their own T-charts at their desks. To close this lesson the students will illustrate a food of their choice on paper, it does not necessarily have to be a food from the book yet I would prefer it, then on the back of their drawing they will compose a complete sentence to inform me where their food comes from. The Special Needs/ESOL Strategies for this lesson include an emphasis on the illustrations in the story and high contextual imbedded questions that stimulate thinking skills. While working on their graphic organizers they can use illustrations of the foods and places instead of words and bilingual dictionaries will be provided. I will automatically uncover two letters of the covered words in the story when I ask these students to figure out the hidden word. The students who require extension activities can add extra foods to their T-chart and guess where they come from and while there are working on the closure activity they will be expected to write two or more sentences on the back of their picture. These activities will enlighten me as to how much the students gained from the lesson I will be aware of the individual abilities of my students to decipher words using context clues during the shared reading and the independent and closure activities will reveal to me how well the students comprehend different kinds of food and where they come from.

The ninth artifact is a writing assessment that I performed for the course LAE 4314 teaching writing. On this particular class meeting the instructor handed out three writing samples taken from three different students of diverse age, grade, gender, and cultures. These were real writing samples from real students and we were told to assess these three writing samples with regards to what grade the student might be in, what proficiency level the student might be at and what stage the student is at. Then we had to provide a brief rationale as to why we assessed the sample as we did. I'm going to briefly talk about the section that I labeled sample 1 since after we assessed all three writing pieces the instructor informed us that the initial writing sample we assessed was written by a kindergarten ESOL student. Unfortunately the instructor took back the writing sample of the ESOL student and announced that it would not be feasible to give us the real life samples but she did provide us with our graded assessments in order to put that as evidence into the ESOL portfolio.

Artifact number ten is a listening and speaking assessment I conducted on an English Language Learner to help fulfill the course FLE 4317. This listening/speaking assessment is known as the SOLOM activity and it measures the English language learner's comprehension, fluency, vocabulary, pronunciation, and grammar. To actually conduct this assessment I recorded about ten minutes of conversation with my chosen ELL and I would just ask her questions like what her native land is like, or what made her want to move to Florida. None of the questions were too personal and our conversation was very comfortable. After our discourse came to an end I went home and listened to our taped conversation five times over wherein each time I would score my interviewee on one of the five language components being measured. Out of a possible overall score of 25 points she earned a total of 20 points and therefore she's pretty far along in her English speaking and listening skills. I turned in my results via Blackboard and received full credit for the SOLOM assignment.

Assignment number eleven is an extensive 2 two part case study that I performed for the course FLE 4316 Language Principals and Acquisition. In order to successfully complete this assignment I had to find an individual who was from another country and then analyze different parts of their developing English in regards to speaking, reading, and writing. Once I had examined these components of my case study's English skills I was also required to develop a lesson plan geared toward their level of language acquisition, culture, and personal interests. I chose my neighbor and labeled her at a Speech Emergent level of English language acquisition; then I met with her one morning and we had a conversation, which I had obtained permission to tape record, then I took a sample of her reading skills and finally I asked her to write a small paragraph for me based on a picture I showed to her. After all of these requirements had been accomplished I took my speech, reading, and writing sample and I broke it down and studied it based on the following language acquisition components: Literacy/Reading, Literary/Writing, Pragmatics and Socio-cultural competence, Discourse, Phonetics/Phonology, Morphology, Semantics, and Syntax. Once I had written extensive reports on the results I had found in these areas I gathered together all of this knowledge on my case study and developed a lesson plan focused on my case study that could be utilized in the classroom. This assignment was an excellent enlightening research project that reinforced the idea that language development and instruction need being strongly linked.

Artifact 12 is the first part of a two part project I completed for the course EDF 3122. At one point while attending this course we had to complete a two part ESOL project in order to fulfill the requirements of the course. Part one of the project was due first and it was the smaller portion of the assignment. In order to complete this initial stage of the project all we had to do was provide three examples for each of these three linguistic developmental errors: overextension, underextension, and overgeneralization. By listing three examples of each of these categories the instructor would know that I could grasp the concept of each developmental linguistic error.

The 13th assignment is the second part of the ESOL project assigned to me in the course EDF 3122. For this section of the project it was my responsibility to read the article "The Role of Metacognition in Second Language Teaching and Learning" by Neil Anderson. After said article was read and mentally absorbed I was called to take the information gained from the article and turn it into a Mind Map. Mind Map's are graphic organizer's that are especially beneficial to ESOL learners since it presents information in a simple manner paired with visuals; and it was vital that as a future ESOL-endorsed teacher I know how to

create an acceptable Mind Map. In addition to creating a Mind Map, a one page explanation of what a Mind Map is; and a rationale of the importance of using Mind Maps to help instruct ESOL students had to be written.

2. How did the evidence(s) address the ESOL Cluster? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

My battery of assessments began with an alphabet assessment checklist. From my informal observations of this ESOL student I had formed a hypothesis that she might be in that grey area between pre-production and early production. Therefore I wanted to determine how many letters of the English alphabet she actually recognized. I gathered my Alphabet index cards, which all had an upper case letter on one side and a lower case letter on the other. As an aside I feel it is important to note that I had two variations for both the letters "a" and "g" in order to ascertain whether my student could determine the same letter in different forms of print. Out of the 26 upper case letters she correctly named 17 of them and out of the 28 lower case letters she correctly named 14 of them. Overall the result was that she could recognize 31 letters of the English alphabet out of the 54 I presented to her. What was encouraging is that she was mostly consistent when recognizing the same upper and lower case letters. She did show some difficulty when faced with different styles of print which means she needs to be exposed to various books that contain different styles of print. What I thought was interesting was that when she was shown a letter she did not know she would usually tell me it was another letter that she had already recognized correctly. Since administering this assessment I decided that the best way to build this student's proficiency with the English alphabet, the building blocks of the English language, is to go back and check to see how well she knows the alphabet of her native language. If she struggles with the Spanish alphabet then I will have the responsibility of imparting onto her the knowledge of the Spanish and English alphabet. In this way if she masters the alphabet of her L1 then she will be able to tackle the alphabet of her L2 in a less painful manner. The following assessment, given on a different day of course, consisted of a basic sight word check. Since my ESOL student did struggle with her alphabet skills I did foresee that she might have a very difficult time with the sight words. Out of 24 of the most basic sight words my student gave me three correct responses. She was able to read the words "a" "go" and "you". Two of her incorrect responses did start with the same letter as the actual sight word, but the others, I believe, were just vague guesses. Since her knowledge of the basic sight words was dismal I will certainly be setting up a basic sight word wall up just for her starting with the words in this assessment. In addition I will put the Spanish translation of the sight word just underneath the English version to give her the extra support. I will also assure to provide and read her stories that contain many of these sight words as well. This next assessment was focused on phonemic segmentation and it baffled me greatly. I explained the rules to my student very careful on how to break the words into their sounds and then proceeded to move through the list of ten with her. Out of the ten words that were to be broken up into their phonemic sounds she performed 8 of them correctly. The words that she missed were usually only missed by one sound. I was extremely impressed with her and I certainly have proof that phonemic segmentation is certainly one of her strong points. Therefore I believe that I will add phonemic segmentation to her main strategies in order to help her learn to read and write in English since it seems she is skilled at taking apart a word by sound; this in turn means that she should be able to put them back together and figure out the word with practice. Turning our attention to the rhyming assessment I have admit that this was a skill that she seemed to have no prior knowledge of whatsoever. It was my decision as to which list of twelve words I wanted her to rhyme and I chose the second list. After which I thought that I would give her two examples instead of one from the first list of twelve. Even with this added support of the extra examples my ESOL student was not able to rhyme any of the words given to her. Basically all the words she provided were not even related with regards to how they sounded and I know that one of the major areas that need to be focused on in her curriculum will be the skill of rhyming. I already have a few mini-lessons and reading centers in mind for her to help her build up this imperative reading skill. Based on the previous results of her other assessments I decided to pick a pre-level one book for her to read during the running record assessment. I also made sure that I picked out a book that I thought might interest her as well; in the hopes that her interest would keep her motivation and confidence high throughout the running record. The results I received were that she is still at a frustration level with this very simple book and that most of the errors made were through the structural cueing system and the visual cuing system. These results hold a major influence over how she was taught to read after the assessment. The knowledge of these cueing systems meant that I had to concentrate not so much on meaning through illustrations, predictability of text, prior knowledge, or story sense; but more so on the structure cues of natural language, knowledge of English, grammatical patterns, languages structures, and also on the visual cues of all the print conventions in her inevitable shift of reading instruction. Through the use of all these assessments I was certainly able to take my knowledge of the primary literacy English subject matter of reading and join it with my ESOL student's assessment results to plan out her further instruction.

The ESOL student in this guided reading group was just beginning to enter the speech emergent development in her English language proficiency. I also had to continually remind myself that her English speaking skills that were present could all be classified under BICS. As far as CALP was concerned she had very little skills in that area and I often had to provide her with high context during lessons. For the introduction of this lesson I had two stuffed animals of a cat and a dog. Using a clear voice I, held up each animal when I asked what sound each animal made. Then I looked directly at my ESOL student and asked if each animal made the same sound. She was able to tell me no and then reproduce each sound both animals made. During the introduction when I was looking for farm animal sounds, my ESOL student seemed stumped at first so I pointed to a picture of a pig and she promptly told me that a pig says oink oink. Then I asked her if she would tell the group the names of some farm animals in her native language and she was very pleased to give us the translation of pig, horse, cow, mouse, chicken, and dog. As her classmates were giving me different farm animals sounds I made sure to point to the pictures I had of the animals they were imitating to support the sounds they were making with images since my student did not know all the English names of the farm animals. When we were going over our word work I decided to pair my ELL student up with a partner for the duration of the guided reading. The support of a partner usually boosts her comprehension. I gave her a children's picture dictionary and her partner helped her quickly look up each word we focused on during word work. I also managed to look up all of the key words in her native language of Spanish and wrote the Spanish translation under the English word and she pronounced each word for her classmates in Spanish, with the exception of fiasco. With my guidance I prompted her to sound out carthorse and awful in English by breaking up the words into sections. While we were taking our picture walk I would gently steer my ESOL student to give me simple predictions about the book based off the pictures. This was big step since she used to point out things in the picture rather than verbalizing what she thought was happening. Once in a while she would code switch and by paying close attention to what she was saying I would repeat her sentence back to her entirely in English and asked her if that is what she said. Most of the time I was right about the words she had said in Spanish but I never told her not to use her native language since can support her in her English development. While she was reading independently I allowed her partner to assist her when she began to struggle with comprehension and this tactic seems to work well since it deepens her understanding of the story. I received my proof of this comprehension when she read her page out loud without too much difficulty and described, hesitantly, what was happening during the book.

After seeing the results of my ESOL modifications I'm glad that I used them for I feel that if I hadn't my student would not have been able to read and comprehend the book as well as she had.

As I taught this shared reading lesson I did utilize some of the same strategies that I had employed for the guided reading lesson plan to support my ESOL student. Those strategies were the valuable resource of the picture dictionary and the reinforcement of the student's native language. While reading Seeds I would occasionally repeat a fruit or vegetable name in the student's native language when I felt could comfortably pronounce it correctly and in this manner she heard the English translation paired up with the Spanish word for the given fruit or vegetable. For the fruits or vegetables that I did not know about I would ask her if she could translate it into Spanish by pointing to the picture of the fruit or vegetable. After she did I would tell her the English translation. During the closure activity, as the class worked on their pictures and sentences I wrote all the fruit and vegetable names upon the board with their Spanish translation underneath. I also made use of some new ESOL strategies that sustained the development of her L2 in reading, speaking, and writing. While she participated in the shared reading I allowed her to read the words she knew out loud with the rest of the class as I read through the story. However when I arrived at a word that was covered, when I chose her to figure it out instead of just uncovering the first letter of the covered word I uncovered the first two letters. This added modification paired with the context clues in the rest of the sentence helped her puzzle out what the mystery word was. As she made her T-chart under the actual column for the foods I allowed her to draw a picture of the food but for the column that asked for where the food came from I asked her to spell out the word to the best of her ability. When she really struggled she could again draw the picture but I wanted her to practice writing some English words as well. As for the closure activity the ESOL student chose to draw a banana I asked her where it came and she told me that it came from a tree in broken English so I said to her that she could draw a picture of that but I also told her to give me the best sentence she could, underneath the picture, telling me what she just had. It was not a perfect sentence but the grammatical errors informed me that she was making progress with her English writing.

I placed this assessment of sample I within the ESOL cluster 3 for the reason being that I found out after I had assessed this writing sample that it was actually the work of an ESOL student. The actual writing sample contained an extremely large picture of a car and what appeared to be a simple sentence or so that described the picture. Before we reviewed the correct age and level of the student I had originally gauged the student to be in the early first grade as a developing writer at stage 3. As we reviewed the sample my instructor revealed that the student had actually been in kindergarten but I was right on the second two counts of the student having arrived at stage three of the developing writer. The rationale behind my evaluation was based off the student's following writing components: They could write and spell familiar sight words, there were spaces in between words, written directionality of print seemed mastered, there were capital letters at the beginning of the sentence, the actual sentence mostly made sense, there was a simple pattern in the sentence, and it was considered a simple, logical sentence. Now the fact that I was able to discern that much from an ESOL student's written sample was very encouraging to me for the simple fact that if I can collect that much information about a student from a sample, such as the one I assessed, then I can discern where the child is in their proficiency when writing in their L2. I can also gaze into the weaknesses and strengths of their spoken and written skills in both their L1 and L2 which will assist me greatly in employing a strong integrated language development plan for my ESOL students since the first step of planning an education is assessing the skills a student already calls their own. I found through analyzing this ESOL student's writing piece that drawing a picture beforehand really helps English Language Learners gather their thoughts and convey in writing what they want to in a clearer manner if they have a picture to refer to. I know at this point that this ESOL student now needs instruction in writing that focuses on basic story elements, writing using all the phonemes, writing specific details in sentences, and so forth. By assessing this ESOL kindergarten student's writing I know that I can take the gathered data and support their developing written linguistic skills by challenging my students and providing them with resources to help them move above and beyond their present level just by planning around the data found in assessments like this one.

While engaged in this English language listening/speaking assessment I was able to analyze an English language learner's proficiency with regards to her L2 and think about what the next steps would be to take her to an even higher level of proficiency. Her native language is Pilipino and at the time of the interview she had been living in the United States for about 20 years and had also been studying English for about that long as well. Those years of study were present during our conversation that I taped since most of her scores were pretty high. I gave her comprehension a 4 due to the fact that she understood almost everything that was said to her when I spoke to her at a normally paced conversation level. There was only two or three times I had to repeat a word here and there but I never had to repeat a whole sentence. In regards to fluency I thought the same score I had given her for comprehension was appropriate since she was speaking very fluently to me and I have heard her speak very fluently with her students during lessons. The reason I gave her a 4 instead of a 5 is because she still experiences occasional pauses during discourse while she searches for the right word or phrase. I have to commend this English Language Learner on her vocabulary for which I gave her a 5 since her vocabulary skills could be compared to a native English speaker. In fact she has shown that she can utilize the power of English vocabulary and idioms better than some native English speakers that I have met. When studying her pronunciation skills I did bring the score back down to a 4 because she did speak with a very thick accent and I could detect some inappropriate patterns in her speech; on the other hand though I could always understand the words she was pronouncing. Grammar did turn out to be her lowest scores in which she earned a 3. There were word order errors that were bordering on frequent and even though I could understand the pronunciation of her words, because of the grammatical and word order errors sometimes these errors would obscure the meaning of what she was saying. In the end I feel that her main concern for improving upon her English Language skills primarily lies in the area of grammar. In all the other areas she just requires additional support and experience but she is going to have to actively work on her grammar skills. To help her obtain this goal I think that the native English speakers around her should be cognizant of how they use their own grammar while speaking to and around her. If she can hear the appropriate grammar usage around her then she'll begin to pick it up. I also feel that it would be helpful to her to slow down her fluency a little in order to help support her grammar skills. Thinking about what she wants to say and then saying it at a slightly slower pace would give her time to reflect on how and in what order her words are coming out.

This case study meets the needs of the ESOL cluster 3 for a variety of reasons; it allowed me to peer into the language development of a woman from Columbia. Before Through this study I heard and watched my chosen individual's native language and culture affect the development of all the different parts of her speech, her reading, and her writing. When my case study read a sample from Little House in Big Woods even though she could pronounce and decode a good portion of the words it was clear to me that the story was very confusing to her because it was from a pioneering time in American culture which most American children learn about in school and so this particular story usually would not be difficult to comprehend if one is familiar with American culture. However since my case study hails from a completely different country and culture I could sense that she found the excerpt from the story very strange. She also wrote in English the way that she communicated orally in English, she would use the syntax that her culture uses in Columbia. Therefore more often than not in our conversation and in her writing she would use the object, verb, subject syntax structure that is native to Columbia rather

then the subject, verb, object syntax structure that is used in the English language. The other parts of her speech possessed blatant signals concerning her level of language development as well and I was continuously making mental notes on the ramifications these elements would have on classroom communication. Seeing as I realized how much my case study's native language affected her communication I gathered all the knowledge that I had discovered during the time spent interacting and analyzing my case study; and I applied it to the ESOL specific lesson plan that I was required to develop based off what I had learned during my case study experience. The lesson that I created was focused on the Speech emergent level that my case study was at and I paid careful attention to TSOL standards 1 and 3 while I was developing it. This multicultural lesson allows Speech Emergent students to pick a short Spanish poem to read and then, with the help of an English proficient or bilingual student, the Speech Emergent student must take that Spanish poem and write the English translation down on paper with the use of a Spanish/English dictionary. Then the Speech Emergent student has to read the English translation to their partner and receive feedback; if changes are necessary the partner will inform the Speech Emergent student who will then make those changes. Finally the Speech Emergent student will have the task of getting up and reading the Spanish version and translated English version of the poem to the class. Once they have read both versions they will briefly discuss the poem's meaning to the teacher and their peers. Overall the lesson and materials that I have developed as a result of this case study allows for the use of appropriate integrated English language development in the classroom between student-to-teacher and student-to-student. I state this because the lesson's participants will be using English to communicate in social settings by using strategies to refine their English skills by self-correcting, asking for feedback and using resources to check on their oral and written English. They will also be using English in socially and culturally appropriate ways by picking the appropriate language variety, register, and genre according to the audience, purpose, and setting while presenting both versions of the poem and summarizing the meaning. All throughout this process the class and I will be honoring different languages and cultures by discussing and studying Spanish poems in this lesson.

This first part of the ESOL project fits nicely into ESOL cluster 3 since it is some evidence that I understand the various stages of language acquisition and can provide examples of what I might hear my ESOL students say while their learning English. With regards to overextension this is a stage of language acquisition that manifests itself when the meaning of a word might extend beyond the true meaning of a word and so I could have an ESOL student who says "mom" for every woman she/he sees. A few more examples of overextension would be an ESOL student calling every small, bright, and individually wrapped object "candy" or when they say "bushes" for bushes, trees, flowers, and potted plants. Moving on to underextension one is talking about using a word in a restrictive manner, for instance a child or ESOL student calls a seagull a "bird" but will not call any other birds this word. Other instances of this would be saying that the Outback is a "restaurant" but refuses to call Applebee's, Olive Garden, or any other restaurant a "restaurant", or maybe a student will just say that Dracula is a "movie" but does not call any other movie a "movie." The very last linguistic acquisition error stage we had to provide examples for was overgeneralization which means linguistic errors that result from a broad application of a linguistic rule. Examples of overgeneralization would be if a very young child or an ESOL student were to say "I eated the little marshmallows" and "I weared the blue jeans and shirt." By being able to provide examples of each of these assigned stages of language acquisition errors I have proven that I understand these three vital language acquisition concepts and I will know what kind of errors my students are making while they are learning the English language.

I am utilizing this second part of my ESOL project in ESOL cluster 3 since it helps me comprehend the importance of being able to support and teach literacy development and language acquisition within my ESOL students. In my mind learning to create a Mind Map is a completely relevant to the objectives of ESOL cluster 3 since Mind Maps can ease the transition of learning a new language while mastering academic content. One reason it has the power to do this is because it has many visuals that are related to the written text in the map. By making Mind Maps and teaching ESOL students with them I can help them learn concepts through simple sentences and visuals that take them through a certain concept step-by-step. Mind Maps are also organized in a manner that is conducive to concept absorption since the content in the map itself is usually placed in small simple sentences and they are placed apart in an interconnected way so that an ESOL student won't become confused or overwhelmed. So not only have I found that this project has shown me how to create a mind map but it also taught me to avoid not using visuals, poor organization, and complex concepts too difficult to represent through this graphic organizer. I would like to speak briefly about how the article I read applies to this cluster as well. I made a Mind Map about the information I learned from the article "The Role of Metacognition in Second Language Teaching and Learning." I've found that ESOL students need to obtain metacognitive strategies if they wish to plan, control, and evaluate their own learning. By learning about metacognitive strategies I know that metacognition will allow ESOL students to monitor their own language acquisition and English literacy development. If I teach them what I have learned from the article then ESOL students will know how to: prepare and plan, select and use appropriate strategies, monitor their strategy use, and orchestrate their strategy use in a logical fashion. So overall this project has revealed to me the value in Mind Maps and metacognition for the ESOL students I will educate.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

a-This portfolio artifact had a massive effect on the student who allowed me to administer these assessments to her. After all the assessments had been given and my reflection on the project's results had been written up; the ESOL student's teacher and I reviewed our findings and collaborated to decide on, and implement new teaching techniques that would compliment the skills she was struggling with. Since content matter needs to be connected to the student's real lives we thought it would be effective to pair up the letters and sounds of the alphabet with consistent items, animals, places, and things from the American and Hispanic culture that she was familiar with and then review the alphabet everyday with the use of such symbols. This was a pleasing tactic to everyone and I feel I might continue to use it in the future. Since rhyming was such an obstacle it was decided that we could utilize the student's skill of phonemic segmentation to help her see the similarities in words that rhyme and how words that rhyme have the same endings. To assist her in learning the list of sight words that she absolutely should know by the end of the year I devised a game where I disassembled the word wall of sight words and every morning I would put them back up on the wall when, occasionally with assistance, she could tell me what they said. Another really neat way I feel that this assessment project impacted the student's learning was how we began to focus on her reading in different ways. I felt that whenever we read together or she was reading independently I would always try to remind her of the different print conventions in a book. For example asking and modeling questions like: Which way do we read, from left to right? Where's the beginning and ending of the book? What is this letter here and what sound does it make? I also liked to focus on structure of her reading as well. It was important to me that the books that were read in class, independently, and the ones that were sent home came from a variety of genres. Not just for my one ESOL student but also for the entire class since primary grade books don't always need to be fiction. If the students are reading texts focused on science, stories imbedded with math concepts, history, and biographies then they will begin to realize that reading can open up other subject matters to them. This is why I always wanted to read aloud and sent home different types of primary grade books.

I feel that because of this guided reading lesson plan my ESOL student gained the knowledge of the English names of farm animals and the sounds that each of them make. She also gained the knowledge of our key vocabulary words and learned how to sound out a few of them. Her fluency was improved during this lesson as well as her prediction skills as she used contextual clues such as titles, and pictures. She was also beginning to take the knowledge that she was gaining and use it to answer and discuss with me and her classmates comprehension questions about the text she had read. In this way I feel she was beginning to improve her cognitive academic language proficiency in English. I decided she had proven that the reading level of the book was suiting her well and developing her skills so I decided to keep her in that group a little longer before moving her up.

To my eyes, it appeared that the class absorbed a lot from the lesson, The Source of Food, which I conducted. The questions that I keep asking at the beginning of the lesson were the sort of probing questions that really engaged the students, they were not just questions that could be answered with a simple yes or no, rather they were questions that provoked a higher order of thinking that students need to gain knowledge. These questions also spurred the students down the path to begin meeting the objectives that were laid out for them because there were inquiries about foods and their various sources. When involved in the shared reading portion of the lesson not only were the students learning about the previously stated objectives they were also working on their reading skills objective by discerning hidden words by using the context clues provided in the story. This activity was a wonderful success and this became all the more exciting when my cooperating teacher told me that the children had never taken part in a reading activity such as this one before. The graphic organizer that everyone created helped the students move their new knowledge about food from their short term memory to their long term memory banks through support, examples and some repetition. During the closure activity by choosing a food to draw and write about the students had to be able to recall where their chosen food came from and what it looked like. This assignment also gave the students a valuable opportunity to practice their writing skills independently instead of just copying what I had written on the white board as I had done with the T-chart. When I viewed everyone's work and thought on the students' performance with the questions and the shared reading activity I was confident that all of the objectives for the lesson had been met and the students took away vital information about food from this lesson. The next time I encountered my students instead of telling me that food came from the store I was hearing answers like vegetables come from gardens or apples come from trees. This evidence along with their assignments certainly put my mind at ease that my first class wide lesson I taught ended up being a successful one.

B-The assessment of the student's writing sample did not involve my direct interaction with students even though the writing sample was produced by a real student. I can certainly attest to the fact that this artifact has provided me with skills and insights that will end up impacting my future students though. When I find that I have ESOL students in my class I will now have the foresight to have the students, ELL and otherwise, produce a writing sample for me concerning a topic that interests them. How they go about writing what they are trying to communicate, whether it be through pictures or words, will show me if they are an emergent writer or a developing writer and what specific stage they have come to a halt at. Such crucial data will also allow me to acquire a feel for how much written English that an ESOL student may or may not know. By gathering and analyzing said data I can begin developing personal comprehensive writing lessons that will not only support my ESOL student's written and oral English skills but they will also absorb the written English skills that a native student would be expected to learn. This will be accomplished through the personalized lessons I can put together based off the assessment data gathered from critical student writing samples.

I did administer the SOLOM activity with an English Language Learner but she was not a student. However since conducting the SOLOM activity I can safely say that I feel this assessment will impact the learning of my future ESOL students. In my classroom whenever I find that I have ESOL students to teach I can administer this speaking/listening assessment in the beginning of the year to see which level each ESOL student is at when school begins. In this way I will have the data I need to ascertain where to start with regards to the students' English speaking and listening skills. It will also allow me to see which areas need more support than others or if all areas need equal instruction and support. Such foundational data will help me make instructional decisions about my ELL students all year. I say this because I can repeat the SOLOM test a few more times and those times will most likely be at the mid and end of the year mark. At the mid-year mark I will see what areas of listening and speaking have improved and what level each student is situated at with their comprehension, fluency, vocabulary, pronunciation, and grammar then I can make the key decisions that will continue to assist these students to progress in all areas for the rest of the year. Giving this assessment at the end of the year will be a crucial collection of data that will show me how far all my ESOL students have come throughout the entire school year. In addition the teacher for the following year

will have some data to help them even if they already plan to administer the test they will at least have an idea of what to expect.

My future students will greatly benefit from this two part case study I put in this ESOL cluster. Since I have put forth the time, effort, and research to evaluate an English Language Learner's language development, reading progress, and writing progress in English and developed materials with this knowledge that promotes appropriate integrated language development in the classroom, I now can apply this skill in regards to my future students. I will be aware now of how a student's level of language and literacy development is going to affect their developing English communication skills; because this is the case I can plan in detail for each individual student in the class. This planning will include not just individual academic goals but supportive English communication goals through the TSOL standards that will meet the different needs and various language acquisition levels within the class. I will always be careful not to downplay any students' native language in my class; rather I will incorporate it into my curriculum to assist the students' progress with their English communication skills. Through the interactions and experiences that take place in my classroom, my students will take what they learn at school, concerning how one communicates in writing and orally aptly in the English culture, and bring it home and into the community where they will utilize their new English discourse, reading, and writing skills properly in real world settings. Therefore through this new knowledge that I have absorbed through my case study this is how I can employ that knowledge to impact my future students' learning.

Part one of the EDF 3122 ESOL project did not directly involve any students but I'm confident that the knowledge gained from the project will help me impact my ESOL students in the future. Part one of this project familiarized me with three very important linguistic acquisition stages that everyone must pass through whether you're a young native English speaker or an English language learner that has a different native language. By knowing what each of these stages are and what some possible errors will occur while a student is in the overextension, underextension, or overgeneralization stage I will know where they are in their English acquisition progress, what stage they are in, and how I can instruct and model my language in order to help them pass through that stage of English language acquisition. I am also aware of the fact that it is wrong to try and openly correct or criticize an ESOL student for making any of these linguistic errors since this does not assist them in learning the language any quicker; such openly critical corrections will also embarrass them and that may be slightly detrimental to their language development. Instead as a quality ESOL-endorsed teacher I will know to let my ESOL students make said errors and then calmly model the correct form of speech for them during times of instruction and non-instruction. In this manner they will be able to attain the linguistic skills they require without becoming unduly embarrassed.

As with part one of this ESOL project, part two did not involve teaching students. However I know that the skills gained from the Mind Map activity will impact my future ESOL student's learning in a positive fashion. Since completing this project I now have a new valuable technique in my growing arsenal of ESOL teaching strategies. Mind Maps are very helpful tools for ESOL students when they are learning new information. By using this graphic organizer I can take an essential concept that my ESOL students must learn and break it down into comprehensible sections. By simplifying the information and adding related visuals in a structure that is easy to follow my ELL students will readily tackle a concept that they would struggle with more if I were just lecturing about it or reading out of a textbook. I also know how to teach ESOL students to use metacognition as well through this project. These students will need me to help them: actively think about what needs to be done and how to do it, help them learn how to set goals, help them to make decisions about learning, teach them a variety of strategies to help boost their academic intake, teach them to monitor their own strategy use and discard those that are not working, and finally they will need me to teach them how to evaluate their metacognitive strategy use and learning. By proving such a useful skill I will not only be benefiting the student's English literacy and language acquisition for the present but I will also be giving them a skill that they will use for the rest of their educational careers.

4. Reflect on what you learned about this ESOL Cluster? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

By administering this extensive battery of assessments and writing an annotation on them all I have come to quite a few crucial conclusions. When receiving ESOL students in a class a quality teacher should always administer some assessments with regards to the basic English reading skills. By doing so the instructor will accumulate a vast amount of knowledge concerning where that student is in their English language proficiency. These assessments are so valuable for their power to provide teachers with a starting point in their instruction of the ESOL student. Such assessments, like the alphabet assessment, will reveal to an instructor how much command the ESOL student has over the basic building blocks of English. This assessment in unison with the basic sight word check can also expose the fact that the ESOL student might not even be strong in their native language yet and that they need to learn and be supported in their native language while learning to read and write in English at the same time. The results procured from the phonemic segmentation and rhyming assessments can assist the educator in taking advantage of and strengthening certain reading skills that an ESOL student may or may not possess. The skills that are in existence can be utilized to support reading and writing in English. Performing carefully planned running records is a powerful tool for ESOL-endorsed educators as well. Administered running records can provide teachers with information regarding what level of English language proficiency the ESOL student might be at, as well as determining what reading level books to start with in the ESOL student's instruction. A running record will also provide evidence about which cuing system the ESOL student needs the most assistance with while reading in the English language. Whether it's the visual, structural, meaning, or all three of the cuing systems that the student is struggling with, this assessment will present the information a teacher so desperately needs if they wish to develop strong English reading and writing skills within their ESOL students.

I reflected on much as I wrote an annotation on this guided reading lesson plan and one of the conclusions that kept resurfacing throughout was the fact that it is crucially important to know what level of English speaking proficiency your ESOL students command before teaching them. It is also wise to find out if the ESOL students have mastered any cognitive academic language proficiency as well. These two elements will help guide an ESOL endorsed teacher to make the correct modifications that they must when planning a lesson and communicating with that child. Depending on the level of language proficiency and their CALP skills the teacher will know what kind of modifications are necessary and how many there need to

be. It also dawned on me how powerful visuals can be for a student who is learning English. When they are utilized at the opportune times they can change an ESOL student's foggy understanding of what has been said to an absolutely clear understanding to what has just been said. I've also learned that when an instructor goes out of their way to embed into the lesson the student's native language this can also greatly support comprehension. Some ways to do so is to have the vocabulary words translated to into both languages or to specifically ask students to discuss what things are called in their native language. It also would appear that by allowing the student to code switch or use their own language while they are speaking this can support their comprehension and their English language development. It also lets them know that their language is just as valuable as English and that others are interested in it as well, such a confidence booster will help them stay motivated to learn to read and write in English. Cooperative learning with a partner is extremely valuable as well. When ESOL students are partnered with their peers they can receive the support while learning to read and write that they need even when the teacher cannot provide them with one-on-support; like during whole-class and sometimes small group instruction. By receiving assistance from a classmate an ESOL student's comprehension can grow and they can continue to learn how to communicate in cognitive academic language as well.

I found through teaching this shared reading lesson plan that if a teacher has effective ESOL modifications and tactics at their command, that they have used before, then they should reuse them if they will compliment the lesson being taught. The evidence of this wisdom can be seen when I allowed my ESOL student to once again use the picture dictionary for her T-chart and closure activity. I also recycled the tactic of translating, verbally and in written form, key English words into Spanish. The results again were positive and so I'm glad to have made that decision. When an educator is immersed in a shared reading lesson I find it helpful for the ESOL student if the teacher reads the book clearly and slowly. When faced with a word that is covered if the educator uncovers the first two letters of the word this usually allows ELL students to figure out the English word easier and they experience a higher rate of success. Such a feeling of success will keep motivation high when learning to read and write in a second language. Another strategy that proves worthwhile is allowing ESOL students to communicate their intentions through pictures first. Usually when they become comfortable with their visual representation then they are more willing to try and write what they have drawn in English. This applies to allowing them to write both in English and their native language as well. Instead of feeling restricted by only being allowed to struggle through writing the English language they can use the support of drawings and their native language to support new growth.

Many vital concepts occurred to me as I was writing an annotation upon this ESOL writing assessment. I realized that writing is another factor that needs to be included into an integrated language development approach utilized by an ESOL endorsed teacher. Just because an ESOL student is learning to speak English does not mean they will transfer that skill over into the area of writing. The skills of reading, listening, speaking, and writing in a second language need to be taught in an authentic and comprehensive manner if we want our ESOL students to be successful in mastering English. When teaching and assessing an ESOL student to write an educator should definitely take into account the pictures that the student wants to or has drawn since these can be the key into discerning some of the meaning into an ESOL student's writing. Pictures can also help emerging ELL writers gather their thoughts to put down on paper what they would like to say in written form. An extremely important notion I have gathered from assessing this ESOL student's piece is that if an ESOL-endorsed teacher wants to really teach what the student needs to know then they must assess a sample of an ESOL student's writing at the commencement of the year. By gathering such important data one will know almost exactly where the ESOL student stands in their written English development and where they need to be guided to next. Analyzing written data may also help an educator figure out what areas of the English language the student is struggling with and what lessons, resources, and activities can help them master the authentic skills they have not developed yet. When assessments are used in this fashion then it will be success that the ESOL student experiences rather than frustration when following the individualized plan that the ESOL-endorsed teacher has developed for them.

By administering the SOLOM activity and writing an annotation upon it I've come to realize that just giving reading and writing assessments for ESOL students will not allow a teacher to view the entire picture into an ESOL student's English proficiency. A well trained ESOL-endorsed teacher will also administer listening and speaking assessments to their ESOL students to check upon their everyday and academic dialogue with regards to comprehension, fluency, vocabulary, pronunciation, and grammar. These listening and speaking components of the English language are highly important for strong everyday and academic communication between an ESOL student and their peers or teachers. If an ESOL endorsed teacher is not assessing, monitoring, and supporting progress in all these areas then they are not adequately teaching their students the English language or their academics. The imperative element about the SOLOM assessment is that by collecting the data produced from this assessment this will help educators make the right instructional decisions that will lead to integrated language development for ESOL students while they are absorbing the appropriate curriculum. This submitted artifact has shown me never to look over any area of the English Language development of an ESOL child since it all ties into eventual proficiency in language, social and academic areas.

By performing an in-depth and thorough case study analysis on an English Language learner in the areas of speaking, hearing, reading, writing, and language components I've come to realize just how important it is for a ESOL-endorsed teacher to understand and utilize their knowledge of linguistics, English grammar inter-language, and second language acquisition to support the ELL students present in the classroom. Knowing things such as how one's oral language will affect their written language, or what different syntax patterns will be present in speech and writing can truly provide an educator with a valuable starting point in their instruction for the child's English language development. Such background knowledge will certainly come into play while administering different reading, writing, listening, and speaking assessments to ESOL students, since as a quality teacher I will be able to take the data I have received from assessments or case studies and transform it into instruction and lesson plans that are unique and supportive of each student. I will know which resources, tools, and lessons are appropriate to use with my varying students in order to guide them through the language acquisition process while at the same time develop their literacy skills in both their native language and the English language. By learning both to communicate orally and develop literacy in their second language at the same time my students will develop their skills in English in a fluid authentic manner that won't leave their knowledge of the English language broken and full of holes. Their second language skills will be complete and fully functional no matter what situation they find themselves in.

After submitting the first part of this ESOL project, that involves language acquisition rules, and writing an annotation upon it I have come to a few conclusions. The rules of overextension, underextension, and overgeneralization are very important aspects of acquiring the English language and an ESOL-endorsed teacher should know what these rules entail. By being able to provide some concrete examples of each of these categories an educator is also providing evidence that they understand these language acquisition rules and that they know what to expect while teaching ESOL students the English language. As such a caring and knowledgeable teacher will know exactly how to model their language and instruction for ESOL students in order to provide them a way to hear the correct way to speak. By hearing the correct usage of the English language the students will begin to pick it up themselves after they have passed through the necessary developmental stages and have made the corresponding errors that come with each stage. It is imperative that an educator understand that it does not help

to quickly and critically correct any of the linguistic errors that occur from underextension, overextension, and overgeneralization. Doing so will not help the student learn the language more effectively or any quicker; it will just make them embarrassed and resentful which may lead to a lack of motivation to learn their new language. This is why it is better and more effective to just continuously model and gently instruct the correct way to command the English language in order to assist the students in gaining a more confident and natural mastery over the language of instruction.

Part two of this ESOL project has allowed me to realize just how helpful a Mind Map could be when striving to improve an ESOL student's language acquisition and literacy development. By using a tool that breaks down concepts ESOL students can learn both language and content in a manner that is more understandable and less stressful for them. When information is presented with visual aid an English Language Learner can understand what is being presented to them that much easier; especially if the text has been simplified in a way that boasts comprehension. The organization of a Mind Map is a key element as well since information is organized schematically and such a setup is certainly conducive to learning new information. By researching metacognitive strategies and making a Mind Map out of this knowledge I have come to realize that one cannot just teach academic content to ESOL students but they also need to be taught how to think about how they learn that academic content. Therefore if I can assist an ELL in planning and preparing for learning, selecting and using strategies, monitoring their own strategy use, using many different strategies simultaneously, and finally evaluating the whole process then the information they learn will be stronger than the short term facts they might attain if they were missing the skill of metacognition. It is also important to state that if I can provide my ESOL students with metacognitive skills then these skills will serve them forever and not just throughout their time spent with me.

Status: Evaluated **Last Modified:** 12/02/2008