

¡Colorín colorado!

ELL Starter Kit for Educators
Tools for Monitoring Language Skills

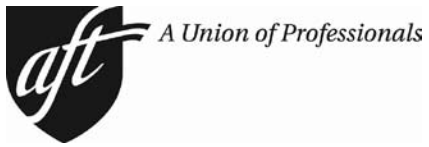


www.ColorinColorado.org

A partnership of AFT and Reading Rockets



A Union of Professionals
American Federation of Teachers, AFL-CIO



Edward J. McElroy, President
Nat LaCour, Secretary-Treasurer
Antonia Cortese, Executive Vice President

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There are more than 5 million English language learners (ELLs) in U.S. public schools today; these students make up nearly 12 percent of the total public school population. By 2025, most teachers will have had at least one ELL in their classroom, if not a whole roomful. In addition to learning a new language, most ELLs also have to adjust to a new environment and culture, as well as learn new academic skills and new content. This can be a challenge for educators, especially if they have not received prior information, materials, or preparation on how to work with this group of students.

Reading is the fundamental skill upon which all formal education depends, and recent research indicates that the key components of effective reading instruction for native English speakers—phonemic awareness, phonics, oral language fluency, vocabulary, text comprehension, and writing—also benefit ELLs, but with necessary adaptations such as extensive vocabulary instruction and oral English language development, cognate connections, and the explicit instruction of idioms and words with multiple meanings.

Keeping periodic track of the progress English language learners are making in their second language acquisition skills is essential. Learning a second language is a complex process. It's important for educators to gauge each student's abilities and skills regularly; each English language learner will acquire second language knowledge and skills at his or her own pace. It is especially important to keep track of these academic language skills because English language learners may acquire social language skills (the language used in informal interactions, such as on the playground) a lot faster; this may mask their true progress learning academic language (the type of English found in textbooks and assessments).

This starter kit provides helpful forms for PK-12 educators who work with ELLs to find out if they're on track learning the important academic English skills they need to be successful.

In this kit, educators will find:

- monthly tracking forms that assess students' level of progress on various reading and oral communication skills;

For More Information

We urge educators who have not worked with ELLs previously to seek help and advice from other teachers and paraprofessionals who specialize in English as a Second Language (ESL) or bilingual education and collaborate with them. These specialized colleagues can be important allies in helping mainstream educators better address the needs of ELL students.

Additional resources can be found at:

www.aft.org/topics/ells/index.htm

www.ColorinColorado.org

www.ReadingRockets.org

- a glossary of common phrases and words used in Spanish to facilitate initial immediate communication with students;
- a list of Spanish-English cognates;
- a list of some recommended bilingual, culturally appropriate storybooks for children; and
- information on PK-3 literacy tip sheets available for parents in 11 languages.

This resource is part of the “For Educators” section of Colorín Colorado—the partnership project between the American Federation of Teachers (AFT) and the Reading Rockets project of PBS station WETA. The words “Colorín Colorado” are significant because they are part of the popular and playful ending phrase to virtually all children's stories and fairy tales in Spanish-speaking countries. The meaning is similar to “and they lived happily ever after.”

The Web site www.ColorinColorado.org provides high-quality, research-based instructional information on what educators can do to help their ELLs succeed academically. Colorín Colorado also includes bilingual information for Spanish-speaking parents on how to help their children succeed in school.

This starter kit was developed with Spanish-speaking ELLs in mind (because they account for more than 80 percent of all ELL students in the United States), but the monitoring forms also will be helpful for students from other cultural and linguistic backgrounds. This booklet can be photocopied or reproduced as many times as needed.

www.ColorinColorado.org

Information, activities, and advice for educators of English language learners



*Ready-to-use monthly monitoring forms and more
for classroom educators of English language learners*

The No Child Left Behind Act requires that meticulous records be kept on the progress of English language learners. Having the following records handy may make it easier for you to respond when questions arise about a student's placement, special services, and grading.

Forms for Monitoring Language Skills

- Overall Language Performance
- Oral Communication Skills
- Reading Skills
- Fluency Skills: Expressive Reading
- Use of Comprehension Strategies

Other Helpful Resources

- Common Classroom Phrases: Spanish
- Cognates: Similar Spanish-English Words
- Recommended Spanish-English Bilingual Books
- PK-3 Reading Tip Sheets for Parents in 11 Languages

www.ColorinColorado.org

Helping kids learn to read... and succeed!

*A free Web site with information, activities, and advice for
educators of English language learners.*

Sign up for our monthly educator e-newsletter!

<http://www.colorincolorado.org/about/signup.php>



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This form can help you document the progress of an English language learner. Complete a new form **each month** to learn about the student’s overall academic progress and gains in English proficiency. Use the form to help you plan next steps, and share this assessment with other educators who are assisting your student.

Student’s name _____ Grade _____ Date _____

Class _____ Teacher _____

	Low		Average		High
	1	2	3	4	5
1. Progress during the past month					
2. Performance in class on:					
■ Oral comprehension	1	2	3	4	5
■ Reading comprehension	1	2	3	4	5
■ Completes writing assignments	1	2	3	4	5
■ Works independently	1	2	3	4	5
■ Asks for help when needed	1	2	3	4	5
■ Successful completion of tests and assessments	1	2	3	4	5

3. Recommendations: What kind of help does this student need during the coming weeks or months?

4. How can these recommendations be accomplished?

5. Other:



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Information, activities, and advice for educators of English language learners



Use this form to document the oral communication skills of an English language learner. Put a checkmark next to the skill level that best describes the student's abilities. Complete a new form **each month** to learn about the student's gains in English proficiency. Use the form to help you plan next steps, and share this assessment with other educators who are assisting your student.

Student's name _____ Grade _____ Date _____

Class _____ Teacher _____

Overall communication skills

- Communicates very well in social and academic English
- Communicates with some difficulty but conveys meaning
- Understands English very little or not at all

Vocabulary skills

- Uses content vocabulary
- Uses content vocabulary with some difficulty
- Can name concrete objects displayed

Grammar skills

- Has command of basic grammatical structures
- Uses some grammar structures but has problems with verb tenses and number categories

Usage

- Participates in classroom discussions
- Communicates well in social contexts
- Repeats words and phrases

Recommendations: What kind of help does this student need during the coming weeks or months?

How can these recommendations be accomplished?

Other:

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Information, activities, and advice for educators of English language learners

Adapted from: Clemmons, J., Areglado, L., & Dill, M. (1993). *Portfolios in the Classroom*. New York: Scholastic.



Use this form to document the reading skills of an English language learner. Put a checkmark next to the skill level that best describes the student's abilities. Complete a new form **each month** to learn about the student's gains in reading. Use the form to help you plan next steps, and share this assessment with other educators who are assisting your student.

Student's name _____ Grade _____ Date _____

Class _____ Teacher _____

Use of reading strategies

- Reads short stories and books. Uses reading strategies. Retells plot, characters, and events.
- Relies more on print than illustrations. Retells beginning, middle, and end of stories.
- Retells main idea of text. Relies on print and illustrations.
- Pretends to read. Uses illustrations to tell story. Memorizes pattern and familiar books.

Word and sentence recognition

- Recognizes range of sight words and names.
- Recognizes basic sight words and names.
- Knows most letter/sound correspondences. Recognizes simple words.
- Recognizes some letters, names, and words in context. Rhymes and plays with words.

Text choices

- Reads a variety of materials, including fiction and non-fiction, fairy tales, poems, directions.
- Reads with little variety in materials.
- Reads books with word patterns.
- Listens to fiction, fairy tales, poems, oral stories.

Level of independence

- Reads silently for short periods of time. Does not need teacher guidance.
- Reads silently. Needs some teacher guidance.
- Does not see self as reader. Needs teacher support for many reading tasks.
- Participates in rereading of familiar stories or books. Needs teacher support for most reading tasks.

Recommendations: What kind of help does this student need during the coming weeks or months?

How can these recommendations be accomplished?

Other:

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Information, activities, and advice for educators of English language learners

Expressive Reading

Use this form to document an English language learner's ability to read with expression. Complete a new form **each month** to learn about the student's proficiency level. Use the form to help you plan next steps, and share this assessment with other educators who are assisting your student.

Student's name _____ Grade _____ Date _____

Class _____ Teacher _____

Expressive readers read with stress, pitch variations, intonation, phrasing, and pausing in their voices. Use the following rubric to assess expression. Listen to a student read for about sixty seconds and indicate below his or her overall reading proficiency and fluency.

<u>Score</u>	<u>Criteria</u>
4	Reads primarily in large, meaningful phrase groups. Some regressions, repetitions, and deviations from the text. Most of the story is read with expressive interpretation. Reads at an appropriate rate.
3	Reads primarily in three and four word phrase groups. The majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Generally reads at an appropriate rate.
2	Reads primarily in two-word phrase groups. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. Reads significant sections of the text excessively slow or fast.
1	Reads primarily word-by-word. Lacks expressive interpretation. Reads text excessively slowly or with excessive speed, ignoring punctuation and other phrase boundaries. Reads with little or no expression.

Recommendations: What kind of help does this student need during the coming weeks or months?

How can these recommendations be accomplished?

Other:

www.ColorinColorado.org

Information, activities, and advice for educators of English language learners



Use this form to document an English language learner’s use of reading strategies that aid in comprehension. Complete a new form **each month** to see whether the student is learning and using new reading strategies. Use the form to help you plan next steps, and share this assessment with other educators who are assisting your student.

Student’s name _____ Grade _____ Date _____

Class _____ Teacher _____

- Monitors whether he/she is understanding what has been read
- Asks for help when he/she is confused about what has been read
- Makes predictions about stories and texts
- Completes graphic organizers to enhance his/her understanding of what has been read (graphic organizer has been modeled for the student, and guided practice has already been provided)
- Generates questions about what has been read
- Rereads for answers to questions
- Summarizes stories or content area texts
- Is able to sequence correctly a series of events that occurred in a story or text
- Is able to distinguish between fact and opinion (grade appropriate), fiction and nonfiction
- Is able to find the main idea, important facts, and supporting details from a text that he/she read

Recommendations: What kind of help does this student need during the coming weeks or months?

How can these recommendations be accomplished?

Other:

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Information, activities, and advice for educators of English language learners





Although it may seem like a small gesture, using Spanish phrases can mean a great deal to your students and their families. Making an effort shows that you respect and value their language. This list of Spanish/English classroom words and phrases will help you get started.

Common Expressions | Expresiones Comunes

Hello	Hola
Good morning	Buenos días
What's your name?	¿Cómo te llamas?
My name is...	Me llamo...
Nice to meet you	Mucho gusto
How are you?	¿Cómo estás?
Good; fine	Bien
Very good!	¡Muy bien!
Please	Por favor
Many thanks	Muchas gracias
Where is...?	¿Dónde está...?
Do you understand?	¿Comprendes?
No, I don't understand	No, no comprendo
Yes, I understand	Sí, comprendo
See you tomorrow	Hasta mañana
Goodbye	Adiós

Classroom Expressions | Expresiones en el Aula

bathroom	el baño
bus	el autobús
chair	la silla
chalkboard	el pizarrón
door	la puerta
flag	la bandera
paper	el papel
pen	la pluma
pencil	el lápiz
ruler	la regla
scissors	las tijeras
table	la mesa
teacher	el maestro, la maestra
telephone	el teléfono
water	el agua
window	la ventana

Commands | Órdenes

Be quiet	Silencio
Get up	Levántate
Give me	Dame
Let's go outside	Vamos afuera
Listen	Escucha
Look	Mira
Sit down	Siéntate
Stop, quit it	Para, deja

Activities | Actividades

It's time:	Es la hora de:
to draw	dibujar
to eat	comer
to play	jugar
to read	leer
to sleep	dormir
to speak	hablar
to work	trabajar
to write	escribir

Colors | Colores

red	rojo
yellow	amarillo
green	verde
blue	azul
brown	café
black	negro
grey	gris
white	blanco

Days of the Week | Días de la semana

Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes

Months | Meses

January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre

Numbers | Números

one	uno
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez
eleven	once
twelve	doce
thirteen	trece

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Information, activities, and advice for educators of English language learners

Adapted from: Eastern Stream Center on Resources and Training (ESCORT). (2003). *Help! They Don't Speak English*. Starter Kit for Primary Teachers.

Similar Spanish – English Words

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Almost 40 percent of all words in English have a related word in Spanish. For Spanish-speaking English language learners, cognates are an obvious bridge to the English language.

The following is an alphabetical list of English and Spanish cognates. Please see <http://www.colorincolorado.org/introduction/cognates.php> for suggestions on how to use cognates to help students learn English.

English	Spanish	English	Spanish	English	Spanish
A accident	accidente	C cabin	cabina (de teléfono, avión, etc.)	continue (to)	continuar
accidental	accidental	cable	cable	contract	contrato
accompany (to)	acompañar	cafeteria	cafetería	contribution	contribución
acrobatic	acrobático(a)	camera	cámara	coyote	coyote
active	activo (a)	camouflage	camuflaje	crocodile	cocodrilo
activities	actividades	canyon	cañón	curious	curioso(a)
admire (to)	admirar	captain	capitán	curiosity	curiosidad
admit (to)	admitir	capture (to)	capturar	D December	diciembre
adult	adulto	catastrophe	catástrofe	decide (to)	decidir
adventure	aventura	cause	causa	decoration	decoración, adorno
adopt (to)	adoptar	celebrate (to)	celebrar	delicate	delicado(a)
adoption	adopción	cement	cemento	depend (to)	depender
African	africano	center	centro	deport (to)	deportar
agent	agente	ceramic	cerámica	describe (to)	describir
air	aire	cereal	cereal	desert	desierto
alarm	alarma	ceremony	ceremonia	destroy (to)	destruir
allergic	alérgico (a)	chimney	chimenea	detain	detener
anaconda	anaconda	chimpanzee	chimpancé	determine (to)	determinar
animal	animal	cholera	cólera	diamond	diamante
announce (to)	anunciar	circle	círculo	dictator	dictador
appear (to)	aparecer	circular	circular	different	diferente
appetite	apetito	class	clase	dinosaur	dinosaurio
area	área	coast	costa	direction	dirección
arithmetic	aritmética	colony	colonia	directions	direcciones
artist	artista	color	color	directly	directamente
association	asociación	committee	comité	director	director
astronomer	astrónomo	common	común	disappear (to)	desaparecer
atmosphere	atmósfera	complete	completo(a)	disaster	desastre
attention	atención	completely	completamente	discrimination	discriminación
August	agosto	company	compañía	discuss (to)	discutir
autograph	autógrafo	concert	concierto	disgrace	desgracia
automobile	automóvil	confetti	confeti	distance	distancia
B banana	banana, plátano	confusing	confuso	distribute (to)	distribuir
banjo	banjo	confusion	confusión	dollar	dólar
bicycle	bicicleta	constellation	constelación	double	doble
biography	biografía	construction	construcción	dragon	dragón
blouse	blusa	contagious	contagioso(a)	dynamite	dinamita
brilliant	brillante	continent	continente	dinosaur	dinosaurio

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Information, activities, and advice for educators of English language learners



Similar Spanish – English Words

English	Spanish	English	Spanish	English	Spanish
E electric	eléctrico(a)	I idea	idea	medal	medalla
elephant	elefante	identification	identificación	memory	memoria
enormous	enorme	imagine (to)	imaginar	metal	metal
energy	energía	immediately	inmediatamente	microscope	microscopio
enter (to)	entrar	immigrants	inmigrantes	million	millón
escape (to)	escapar	importance	importancia	miniature	miniatura
especially	especialmente	important	importante	minute	minuto
examine (to)	examinar	impressed	impresionando(a)	minutes	minutos
exclaim (to)	exclamar	impression	impresión	moment	momento
explosion	explosión	incredible	increíble	monument	monumento
exotic	exótico(a)	incurable	incurable	much	mucho
extra	extra	independence	independencia	music	música
extraordinary	extraordinario(a)	information	información	N natural	natural
F family	familia	insects	insectos	necessity	necesidad
famous	famoso(a)	inseparable	inseparable	nectar	néctar
fascinate (to)	fascinar	insist (to)	insistir	nervous	nervioso(a)
favorite	favorito(a)	inspection	inspección	O obedience	obediencia
ferocious	feroz	intelligence	inteligencia	object	objeto
finally	finalmente	interesting	interesante	observatory	observatorio
firm	firme	interrupt (to)	interrumpir	occasion	ocasión
flexible	flexible	introduce (to)	introducir	ocean	océano
flower	flor	introduction	introducción	October	octubre
fortunately	afortunadamente	invent (to)	inventar	office	oficina
fruit	fruta	investigate (to)	investigar	operation	operación
funeral	funeral	invitation	invitación	ordinary	ordinario
furious	furioso(a)	invite (to)	invitar	P palace	palacio
G galaxy	galaxia	island	isla	panic	pánico
gallon	galón	L leader	líder	paper	papel
garden	jardín	lemon	limón	park	parque
gas	gas	lens	lente	part	parte
giraffe	jirafa	leopard	leopardo	patience	paciencia
golf	golf	lesson	lección	penguin	pingüino
glorious	glorioso(a)	lessons	lecciones	perfect	perfecto (a)
gorilla	gorila	line	línea	perfume	perfume
group	grupo	lion	león	permanent	permanente
guide	guía	list	lista	photo	foto
H helicopter	helicóptero	locate (to)	localizar	photograph	fotografía
hippopotamus	hipopótamo	M machine	máquina	photographer	fotógrafo(a)
history	historia	magic	magia	piano	piano
honor	honor	magician	mago	pioneer	pionero
hospital	hospital	magnificent	magnífico(a)	pirate	pirata
hotel	hotel	manner	manera	planet	planeta
hour	hora	map	mapa	planetarium	planetario
human	humano(a)	March	marzo	plans	planes
		march (to)	marchar, caminar	plants	plantas
		marionettes	marionetas, títeres		

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Information, activities, and advice for educators of English language learners

Adapted from: Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.



Similar Spanish – English Words

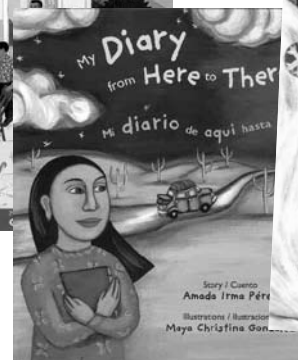
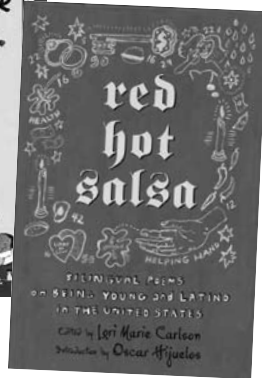
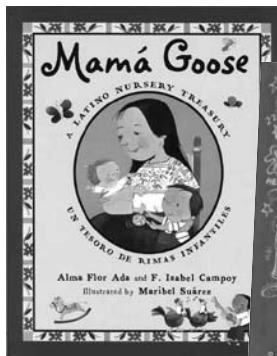
English	Spanish	English	Spanish	English	Spanish
plates	platos	S secret	secreto	U uniform	uniforme
police	policía	September	septiembre	V vegetables	vegetales
practice	práctica	series	serie	version	versión
practice (to)	practicar	sofa	sofá	visit (to)	visitar
prepare (to)	preparar	special	especial	volleyball	voleibol
present (to)	presentar	splendid	espléndido(a)	vote (to)	votar
problem	problema	statistics	estadística		
professional	profesional	stomach	estómago		
R radio	radio	study (to)	estudiar		
ranch	rancho	surprise	sorpresa		
really	realmente	T telephone	teléfono		
restaurant	restaurante	telescope	telescopio		
retire (to)	retirar	television	televisión		
reunion	reunión	terrible	terrible		
rich	rico(a)	tomato	tomate		
rock	roca	totally	totalmente		
route	ruta	tourist	turista		
		traffic	tráfico		
		trap (to)	atrapar		
		triple	triple		
		trumpet	trompeta		
		tube	tubo		



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Information, activities, and advice for educators of English language learners

The following bilingual books would be great additions to any classroom. Bilingual books, which are often written with Spanish and English appearing side-by-side, can help introduce bilingual skills, increase language and listening abilities, and increase students' cultural awareness. Reading aloud to bilingual learners can be a particularly powerful instructional tool. Read alouds can help develop students' vocabularies, introduce new concepts, and reinforce understandings of what students already know. See http://www.colorincolorado.org/inclass/books_month.php for more information about these books plus discussion questions and suggested classroom activities.



Mamá Goose: A Latino Nursery Treasury

By Alma Flor Ada & F. Isabel Campoy

Grade Levels: K–7

This book is a collection of Spanish-language lullabies, finger games, nursery rhymes, jump-rope songs, riddles, birthday songs, and more.

Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States

Edited by Lori Marie Carlson

Grade Level: 8–12

A collection of poems from an array of seasoned poets and young Latino authors describing their experiences in the United States, these poems depict the reality and hardships some young Latinos have experienced, the search for identity, as well as the joy of family gatherings surrounded by food, customs, and culture.

Family Pictures/Cuadros de Familia

By Carmen Lomas Garza

Grade Level: 2–5

Family Pictures is a bilingual book that describes the author's childhood using her paintings. Carmen has carefully illustrated

the story with detailed paintings, presenting specific life experiences that unmistakably show her family's proud heritage and traditions.

My Diary from Here to There/ Mi diario de aquí hasta allá

By Amada Irma Pérez

Grade Level: 3–6

My Diary from Here to There represents a young girl's perspective on how her family comes to live in the United States. Throughout the book the main character, Amada, keeps a written journal in which she invites the reader to learn more about her experiences as she describes how her life changes as she moves to the new country.

Iguanas in the Snow and Other Winter Poems/ Iguanas en la nieve y otros poemas de invierno

Written by Francisco X. Alarcón, illustrated by Maya C. Gonzalez

Grade Level: K–5

Francisco X. Alarcón describes in this book many of his winter experiences growing up in the city of San Francisco, California. He has taken many of his childhood experiences to create fun, creative poems.

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Information, activities, and advice for educators of English language learners



Reading, and a love for reading, begins at home. These one-page reading tip sheets offer easy ways for parents to help their children become successful readers—even if parents don't speak English! It turns out that children who have a solid foundation in their first language have an easier time learning to read in English, so we've provided the tip sheets in eleven languages.

Some of the tips include tracing and saying letters out loud, pointing out print, and saying tongue twisters. If parents aren't strong readers themselves, it is still important for them to know that they can make a positive contribution and help build their children's literacy skills by encouraging their love for reading and by telling them how important it is to read.

The tip sheets are categorized by grade level, but feel free to use them with children at various ages and stages. And we encourage you to use and distribute these as part of larger parent outreach efforts at your school.

You can download the tip sheets at:

<http://www.colorincolorado.org/guides/readingtips>



Reading tip sheets are available in the following languages:

- English
- Spanish
- Chinese
- Arabic
- Haitian Creole
- Hmong
- Korean
- Navajo
- Russian
- Tagalog
- Vietnamese

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A Union of Professionals

American Federation of Teachers, AFL-CIO

555 New Jersey Ave. N.W.

Washington, DC 20001

202/879-4400

www.aft.org

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