Comprehensive Teacher Report

Woodcock-Muñoz Language Survey III

Name: LaFuente, Lucy
Date of Birth: 07/01/2008
Age: 9 years, 2 months
Sex: Female
Date of Testing: 08/25/2017

School/Organization: Churchill School
Teacher/Department: Ms. Alvarado
Grade: 5.0
ID: 87336
Examiners: Alfonso Ortiz

EXAMINEE INFORMATION

Lucy LaFuente is a 9-year-old student currently enrolled in Grade 5 at Churchill School. She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. She had 4 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Lucy is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Lucy speaks primarily Spanish. With peers, Lucy speaks both English and Spanish. At school, Lucy speaks both English and Spanish.

TEST(S) ADMINISTERED

Lucy was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 08/25/2017, she took English Form A of the WMLS III. On 08/25/2017, she took the Spanish form of the WMLS III.

Lucy's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level. Lucy's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals at the same grade level.

TEST SESSION OBSERVATIONS

Observations of Lucy's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

Observations of Lucy's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

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Woodcock-Muñoz Language Survey III

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, English Form A (Norms based on grade 5.0)

CLUSTER/Test	GE	RPI	Language Proficiency Level	PR (68% Band)	SS (68% Band)
LISTENING (1,2)	2.0	54/90	Emerging Prof	3 (1-7)	72 (66-78)
SPEAKING (3,4)	2.3	52/90	Emerging Prof	6 (3-10)	76 (71-81)
BROAD ORAL LANG (1-4)	2.1	53/90	Emerging Prof	4 (2-6)	73 (70-77)
BASIC ORAL LANG (1,3)	2.2	63/90	Emerging Prof	7 (3-13)	78 (72-83)
APPD ORAL LANG (2,4)	2.0	43/90	Continuing Devt	3 (1-6)	72 (67-76)
1. Analogies	2.2	61/90	Emerging Prof	9 (4-19)	80 (73-87)
2. Oral Comprehension	1.8	47/90	Continuing Devt	5 (2-12)	76 (69-82)
3. Picture Vocabulary	2.3	66/90	Emerging Prof*	14 (7-26)	84 (78-90)
4. Oral Lang Expression	2.3	39/90	Continuing Devt	3 (1-6)	71 (65-77)
READING (5,6)	3.0	53/90	Emerging Prof	16 (11-21)	85 (82-88)
WRITING (7,8)	2.4	37/90	Continuing Devt	8 (5-12)	79 (76-82)
BROAD READNG/WRTNG (5-8)	2.7	45/90	Continuing Devt	9 (7-12)	80 (77-82)
BASIC READNG/WRTNG (5,7)	3.1	47/90	Continuing Devt	15 (11-20)	85 (82-88)
APPD READNG/WRTNG (6,8)	2.3	43/90	Continuing Devt	6 (3-10)	76 (72-80)
5. Letter-Word ID	3.1	46/90	Continuing Devt	18 (12-25)	86 (83-90)
6. Passage Comprehension	2.8	60/90	Emerging Prof	15 (8-25)	85 (79-90)
7. Dictation	3.2	47/90	Continuing Devt	17 (11-24)	86 (82-89)
8. Written Lang Expression	1.8	28/90	Continuing Devt	5 (3-10)	76 (71-81)
COMPREHENSION (2,6)	2.4	54/90	Emerging Prof	6 (3-10)	76 (71-81)
BROAD ABILITY (1-8)	2.5	49/90	Continuing Devt	5 (3-6)	75 (72-77)
BASIC ABILITY (1,3,5,7)	2.9	55/90	Emerging Prof	10 (7-14)	81 (78-84)
APPD ABILITY (2,4,6,8)	2.2	43/90	Continuing Devt	3 (2-5)	72 (68-75)

Notes: (*) Indicates the examinee's obtained score was within 1 standard error of measurement *(SEM)* of the *Proficient* category cutoff.

TABLE OF SCORES

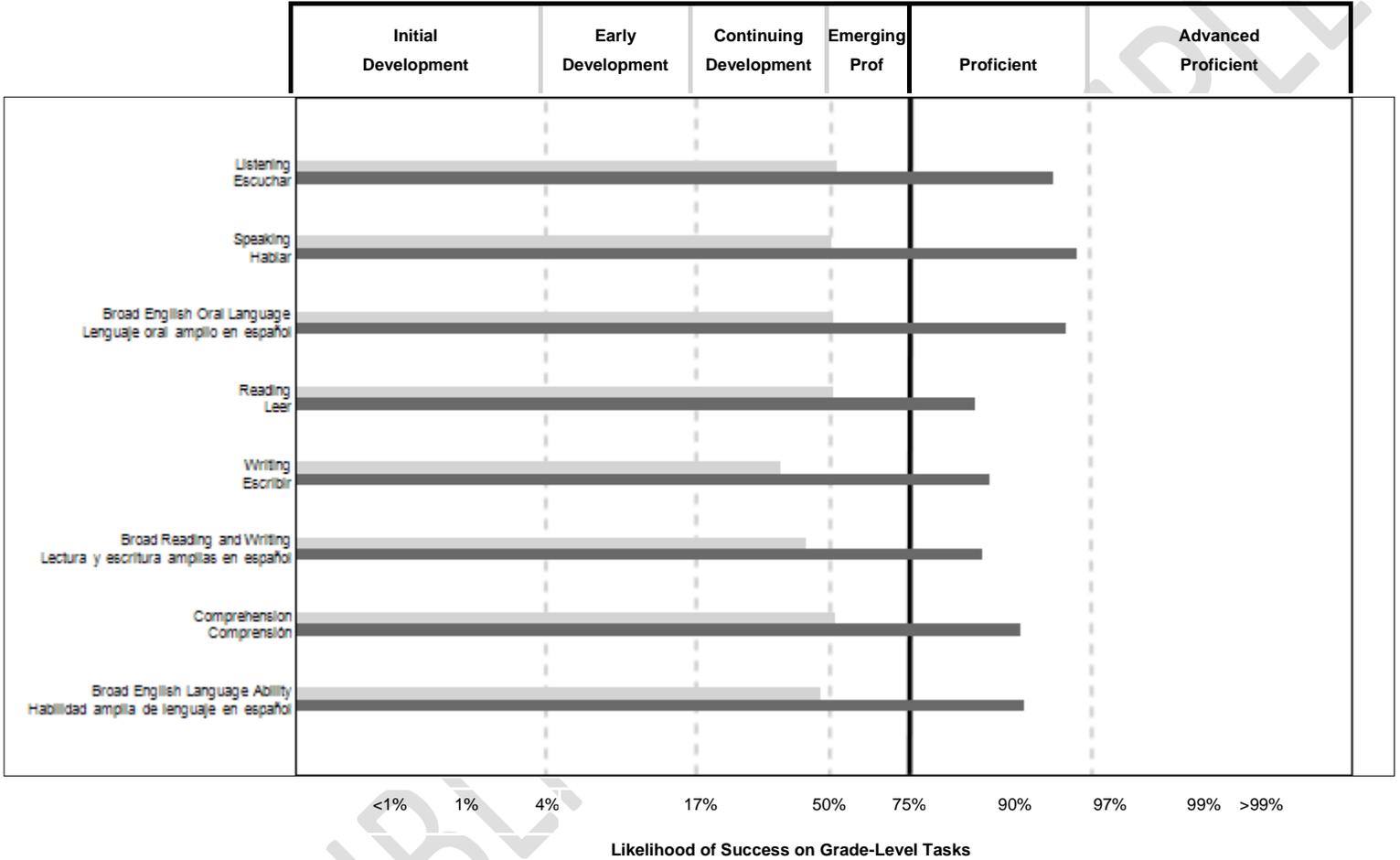*Woodcock-Muñoz Language Survey III, Spanish* (Norms based on grade 5.0)

CLUSTER/Test	GE	RPI	Language Proficiency Level	PR (68% Band)	SS (68% Band)
ESCUCHAR (1,2)	7.2	95/90	Proficient	75 (60-86)	110 (104-116)
HABLAR (3,4)	6.8	96/90	Proficient	78 (67-87)	112 (107-117)
LENG ORAL AMPLIO (1-4)	6.9	95/90	Proficient	78 (69-85)	112 (107-116)
LENG ORAL BÁSICO (1,3)	7.6	96/90	Proficient	80 (67-89)	113 (106-119)
LENG ORAL APLIC (2,4)	6.5	95/90	Proficient	74 (61-84)	110 (104-115)
1. Analogías	6.7	94/90	Proficient	72 (51-87)	109 (100-117)
2. Comprensión oral	7.7	95/90	Proficient	72 (54-86)	109 (101-116)
3. Voc. sobre dibujos	8.3	97/90	Proficient	78 (64-89)	112 (106-118)
4. Expr. de leng/oral	6.1	95/90	Proficient	74 (57-86)	110 (103-117)
LEER (5,6)	4.6	87/90	Proficient	44 (36-52)	98 (95-101)
ESCRIBIR (7,8)	4.9	89/90	Proficient	48 (39-57)	99 (96-103)
LECT/ESCR AMPLIAS (5-8)	4.7	88/90	Proficient	45 (38-52)	98 (96-101)
LECT/ESCR BÁSICASP (5,7)	4.6	86/90	Proficient	43 (36-50)	97 (95-100)
LECT/ESCR APLIC (6,8)	5.0	90/90	Proficient	50 (38-61)	100 (95-104)
5. Ident. letras/plbras	4.6	86/90	Proficient	44 (35-53)	98 (94-101)
6. Comprensión de textos	4.6	88/90	Proficient	45 (31-60)	98 (93-104)
7. Dictado	4.6	86/90	Proficient	43 (33-53)	97 (94-101)
8. Expr. de leng/escr	5.4	92/90	Proficient	54 (40-69)	102 (96-107)
COMPRENSIÓN (2,6)	5.6	92/90	Proficient	59 (44-72)	103 (98-109)
HAB AMPLIA LENG (1-8)	5.5	92/90	Proficient	61 (53-68)	104 (101-107)
HAB BÁSICA LENG (1,3,5,7)	5.3	92/90	Proficient	57 (48-66)	103 (99-106)
HAB APLIC LENG (2,4,6,8)	5.7	93/90	Proficient	63 (52-73)	105 (101-109)

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PLOT OF SCORES

LaFuente Lucy, Age 9-2

Woodcock-Muñoz Language Survey III, English Form A
Woodcock-Muñoz Language Survey III, Spanish

Initial Development	Early Development	Continuing Development	Emerging Prof	Proficient	Advanced Proficient

Likelihood of Success on Grade-Level Tasks

<1% 1% 4% 17% 50% 75% 90% 97% 99% >99%
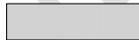
Notes: English: ▢ Spanish: ▮

"Likelihood of Success on Grade-Level Tasks" indicates the examinee's likelihood of success on tasks that typical grade peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-grade peers perform with 90% success.

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LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context. Participation in the classroom may be minimal unless substantial instructional scaffolding is provided for all language and academic content. Scaffolding methods at this level may include Total Physical Response methods, "buddy system," visuals and realia, allowing drawing and pointing responses, the use of audio books with repetitive and predictive language, and instruction delivered using slower speech and simpler vocabulary.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues. Ability to participate in the classroom is increasing, but moderate to substantial instructional scaffolding is required for language and content learning. Scaffolding methods at this level may include Total Physical Response methods; visuals and realia; simplified language of the content learning; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing and speaking; accessing background knowledge to anchor the learning; content broken into manageable pieces (chunking); and instruction delivered using simplified vocabulary, rephrasing, and slower speech.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided. The individual can participate extensively in the classroom with moderate instructional scaffolding in language and academic content. Scaffolding methods at this level may include visual cues or realia; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing; background knowledge to anchor the learning; content broken into manageable pieces; and instruction through different modalities.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate

classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding. Scaffolding methods may include background knowledge to anchor learning, content broken into manageable pieces, and instruction through different modalities.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom with no instructional support needed. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.

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WMLS III ENGLISH TEST RESULTS

Listening

In the **Analogies** test, Lucy demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ___*. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.2 in the norming sample. The RPI suggests that Lucy is predicted to be 61% successful on Analogies tasks that average native English-speaking grade peers perform with 90% success.

The **Oral Comprehension** test requires Lucy to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at grade 1.8 in the norming sample. The RPI suggests that Lucy is predicted to be 47% successful on Oral Comprehension tasks that average native English-speaking grade peers perform with 90% success.

Lucy's performance on the **Listening** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.0 in the norming sample and is predicted to be 54% successful on listening tasks that average native English-speaking at grade peers perform with 90% success.

Speaking

Picture Vocabulary measures the ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Emerging Proficiency* level. Her performance was comparable to the performance of average native English speakers at grade 2.3 in the norming sample. The RPI suggests that Lucy is predicted to be 66% successful on Picture Vocabulary tasks that average native English-speaking grade peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Lucy scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.3 in the norming sample. The RPI suggests that Lucy is predicted to be 39% successful on Oral Language Expression tasks that average native English-speaking grade peers perform with 90% success.

On the **Speaking** cluster, Lucy's score was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.3 in the norming sample and is predicted to be 52% successful on speaking tasks that average native English-speaking grade peers perform with 90% success.

Oral Language: Listening and Speaking

A comparison of the oral language tests administered indicates that Lucy's English listening and speaking skills are generally similar.

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Lucy demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.1 in the norming sample and is predicted to be 53% successful on oral language tasks that average native English-speaking grade peers perform with 90% success.

The **Basic English Oral Language** cluster measures the foundational skills of listening and speaking. Lucy demonstrated performance at the *Emerging Proficiency* level on this cluster. The **Applied English Oral Language** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Continuing Development* level.

Reading

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The **Letter-Word Identification** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Lucy demonstrated ability in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at grade 3.1 in the norming sample. The RPI suggests that Lucy is predicted to be 46% successful on Letter-Word Identification tasks that average native English-speaking grade peers perform with 90% success.

The **Passage Comprehension** test requires beginning readers to read and comprehend words with pictures as visual clues. More experienced readers are asked to provide a missing word that fits into a short written passage. Lucy scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.8 in the norming sample. The RPI suggests that Lucy is predicted to be 60% successful on Passage Comprehension tasks that average native English-speaking grade peers perform with 90% success.

Lucy's performance on the **Reading** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 3.0 in the norming sample and is predicted to be 53% successful on reading tasks that average native English-speaking grade peers perform with 90% success.

Writing

The **Dictation** test measures Lucy's knowledge of English spelling, word usage, punctuation, and capitalization rules. She scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at grade 3.2 in the norming sample. The RPI suggests that Lucy is predicted to be 47% successful on Dictation tasks that average native English-speaking grade peers perform with 90% success.

In the **Written Language Expression** test, various item tasks are used to elicit written language communication. Lucy's performance on this test was at the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at grade 1.8 in the norming sample. The RPI suggests that Lucy is predicted to be 28% successful on Written Language Expression tasks that average native English-speaking grade peers perform with 90% success.

Lucy's performance on the **Writing** cluster was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.4 in the norming sample and is predicted to be 37% successful on writing tasks that average native English-speaking grade peers perform with 90% success.

Reading and Writing

A comparison of the reading and writing tests administered indicates that Lucy's English reading and writing skills are generally similar.

The **Broad Reading and Writing** cluster provides a comprehensive measure of reading and writing ability, including reading at the single word and/or passage levels and writing at the single word and/or passage levels. Lucy demonstrated performance at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.7 in the norming sample and is predicted to be 45% successful on reading and writing tasks that average native English-speaking grade peers perform with 90% success.

The **Basic Reading and Writing** cluster measures the foundational skills of reading and writing. Lucy demonstrated performance at the *Continuing Development* level on this cluster. The **Applied Reading and Writing** cluster measures functional reading and writing skills. Her score on this cluster was in the *Continuing Development* level.

Comprehension

The **Comprehension** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Lucy's score indicated Comprehension ability at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.4 in the norming sample and is predicted to be 54% successful on comprehension tasks that average native English-speaking grade peers perform with 90% success.

Total Language Ability in English

A comparison of the WMLS III tests administered indicates that Lucy's English oral language and reading/writing skills are generally similar.

The **Broad English Ability** cluster provides an overall measure of English language ability. Lucy demonstrated performance at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.5 in the norming sample and is predicted to be 49% successful on English-language proficiency tasks that average native English-speaking grade peers perform with 90% success.

The **Basic English Ability** cluster measures the foundational skills of listening, speaking, reading, and writing. Lucy demonstrated performance at the *Emerging Proficiency* level on this cluster. The **Applied English Ability** cluster measures functional listening, speaking, reading, and writing skills. Her score on this cluster was in the *Continuing Development* level.

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WMLS III SPANISH TEST RESULTS

Listening in Spanish

In the **Analogías** test, Lucy demonstrates comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ___*. She scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers at grade 6.7 in the norming sample. The RPI suggests that Lucy is predicted to be 94% successful on Analogías tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Comprensión oral** test requires Lucy to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at grade 7.7 in the norming sample. The RPI suggests that Lucy is predicted to be 95% successful on Comprensión oral tasks that average native Spanish-speaking grade peers perform with 90% success.

Lucy's performance on the **Escuchar** cluster was at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 7.2 in the norming sample and is predicted to be 95% successful on listening tasks that average native Spanish-speaking grade peers perform with 90% success.

Speaking in Spanish

Vocabulario sobre dibujos tests Lucy's ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at grade 8.3 in the norming sample. The RPI suggests that Lucy is predicted to be 97% successful on Vocabulario sobre dibujos tasks that average native Spanish-speaking grade peers perform with 90% success.

Various item tasks elicit oral language communication on the **Expresión de lenguaje oral** test. Lucy scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers grade 6.1 in the norming sample. The RPI suggests that Lucy is predicted to be 95% successful on Expresión de lenguaje oral tasks that average native Spanish-speaking grade peers perform with 90% success.

On the **Hablar** cluster, Lucy performed at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 6.8 in the norming sample and is predicted to be 96% successful on speaking tasks that average native Spanish-speaking grade peers perform with 90% success.

Oral Language in Spanish: Listening and Speaking

A comparison of the oral language tests administered indicates that Lucy's Spanish listening and speaking skills are generally similar.

The **Lenguaje oral amplio en español** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Lucy demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 6.9 in the norming sample and is predicted to be 95% successful on oral language tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Lenguaje oral básico en español** cluster measures the foundational skills of listening and speaking. Lucy demonstrated performance at the *Proficient* level on this cluster. The **Lenguaje oral aplicado en español** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Proficient* level.

Reading in Spanish

The **Identificación de letras y palabras** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Lucy demonstrated ability in the *Proficient*

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level on this test. Her performance was comparable to the performance of average native Spanish speakers at grade 4.6 in the norming sample. The RPI suggests that Lucy is predicted to be 86% successful on Identificación de letras y palabras tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Comprensión de textos** test requires beginning readers to read and comprehend words with pictures as visual clues. More experienced readers are asked to provide a missing word that fits into a short written passage. Lucy scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers at grade 4.6 in the norming sample. The RPI suggests that Lucy is predicted to be 88% successful on Comprensión de textos tasks that average native Spanish-speaking grade peers perform with 90% success.

Lucy's performance on the **Leer** cluster was at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 4.6 in the norming sample and is predicted to be 87% successful on reading tasks that average native Spanish-speaking grade peers perform with 90% success.

Writing in Spanish

The **Dictado** test measures Lucy's knowledge of Spanish spelling, word usage, punctuation, and capitalization rules. She scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers at grade 4.6 in the norming sample. The RPI suggests that Lucy is predicted to be 86% successful on Dictado tasks that average native Spanish-speaking grade peers perform with 90% success.

In the **Expresión de lenguaje escrito** test, various item tasks are used to elicit written language communication. Lucy's performance on this test was at the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at grade 5.4 in the norming sample. The RPI suggests that Lucy is predicted to be 92% successful on Expresión de lenguaje escrito tasks that average native Spanish-speaking grade peers perform with 90% success.

Lucy's performance on the **Escribir** cluster was at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 4.9 in the norming sample and is predicted to be 89% successful on writing tasks that average native Spanish-speaking grade peers perform with 90% success.

Reading and Writing in Spanish

A comparison of the reading and writing tests administered indicates that Lucy's Spanish reading and writing skills are generally similar.

The **Lectura y escritura amplias en español** cluster provides a comprehensive measure of reading and writing ability, including reading at the single word and/or passage levels and writing at the single word and/or passage levels. Lucy demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 4.7 in the norming sample and is predicted to be 88% successful on reading and writing tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Lectura y escritura básicas en español** cluster measures the foundational skills of reading and writing. Lucy demonstrated performance at the *Proficient* level on this cluster. The **Lectura y escritura aplicadas en español** cluster measures functional reading and writing skills. Her score on this cluster was in the *Proficient* level.

Comprehension in Spanish

The **Comprensión** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Lucy's score indicated Comprehension ability at the *Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at grade 5.6 in the norming sample and is predicted to be 92% successful on comprehension tasks that average native Spanish-speaking grade peers perform with 90% success.

Total Language Ability in Spanish

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A comparison of the WMLS III tests administered indicates that Lucy's Spanish oral language and reading/writing skills are generally similar.

The **Habilidad amplia de lenguaje en español** cluster provides an overall measure of Spanish language ability. Lucy demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 5.5 in the norming sample and is predicted to be 92% successful on tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Habilidad básica de lenguaje en español** cluster measures the foundational skills of listening, speaking, reading, and writing. Lucy demonstrated performance at the *Proficient* level on this cluster. The **Habilidad aplicada de lenguaje en español** cluster measures functional listening, speaking, reading, and writing skills. Her score on this cluster was in the *Proficient* level.

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COMPARISON OF ENGLISH AND SPANISH TEST RESULTS

A comparison of the WMLS III tests administered indicates that Lucy's Spanish language abilities are generally better developed than her English language abilities.

Comparison of her English and Spanish test results suggests that she will be 49% successful overall on grade-level English language tasks and 92% successful overall on grade-level Spanish language tasks.

A comparison of the WMLS III tests administered indicates that Lucy's Spanish oral language abilities are generally better developed than her English oral language abilities.

Comparison of her English and Spanish test results suggests that she will be 53% successful overall on grade-level English oral language tasks and 95% successful overall on grade-level Spanish oral language tasks.

A comparison of the WMLS III tests administered indicates that Lucy's Spanish reading and writing abilities are generally better developed than her English reading and writing abilities.

Comparison of her English and Spanish test results suggests that she will be 45% successful overall on grade-level English reading and writing tasks and 88% successful overall on grade-level Spanish reading and writing tasks.

Woodcock-Muñoz Language Survey III

EXAMINEE LANGUAGE PROFICIENCY INFORMATION

Lucy is a second-language learner of English. Lucy has had English academic exposure for 1 year, 8 months. Interpret the English test results in light of this information.

She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

Her performance on the WMLS III English oral language tests suggests that she is at the *Emerging Proficiency* level. Lucy's English oral language development appears to be progressing within normal limits.

Lucy's performance on the WMLS III Spanish oral language tests suggests that she is at the *Proficient* level.

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DIAGNOSTIC INFORMATION-ENGLISH

The Analogies and Picture Vocabulary tests measure vocabulary, the basic foundational skill needed in English oral language. The Oral Comprehension and Oral Language Expression tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech as in normal conversation. Lucy's performance on these English tests suggests that she has relatively uniform development of listening and speaking skills; however, her performance in both domains is low. Consider providing a strong oral language program appropriate for her age and abilities.

The Letter-Word Identification and Dictation tests measure the basic foundational skills needed for reading and writing, respectively, in English. The Passage Comprehension and Written Language Expression tests measure the ability to read and write connected speech, respectively, in English. Lucy's performance on these tests suggests that she has relatively uniform development of basic skills and applied knowledge of reading and writing; however, her performance in both domains is low. Consider providing a focused literacy program appropriate for her age and abilities.

Comparison of Lucy's performance suggests relatively uniform development of English oral language skills and English reading and writing skills; however, her performance in these domains is low.

Lucy demonstrated an academic need on the Oral Language Expression and Written Language Expression tests. Both of these tests measure the ability to communicate in connected speech in English—one through listening and the other through writing. She exhibited difficulty expressing language, regardless of modality, which implies that she might benefit from literacy instruction that is focused on learning how to express ideas, needs, and information in complete sentences. Without oral language skills, writing skills typically lag behind. Classroom strategies such as using sentence frames to help "frame" communication in grammatically correct, complete sentences when speaking and writing may be beneficial.

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DIAGNOSTIC INFORMATION-SPANISH

The Analogías and Vocabulario sobre dibujos tests measure vocabulary, the basic foundational skill needed in Spanish oral language. The Comprensión oral and Expresión de lenguaje oral tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech, as in normal conversation. Lucy's performance on these Spanish tests suggests relatively uniform and typical development of basic skills and applied knowledge of oral language.

The Identificación de letras y palabras and Dictado tests measure the basic foundational skills needed for reading and writing, respectively, in Spanish. The Comprensión de textos and Expresión de lenguaje escrito tests measure the ability to read and write connected speech, respectively, in Spanish. Lucy's performance on these tests suggests that she has relatively uniform and typical development of basic skills and applied knowledge of reading and writing.

Comparison of Lucy's performance suggests relatively uniform and typical development of Spanish oral language skills and reading and writing skills.

CLASSROOM INTERVENTIONS

The following list of classroom-based activities and interventions might be appropriate for Lucy, given her performance on the WMLS III tests:

- Maintain high standards and demonstrate high expectations for all students, regardless of linguistic and/or cultural diversity. Lucy will learn more when she is challenged.
- Employ a variety of heterogeneous grouping strategies. Lucy will learn more by being actively engaged in cooperative, interactive learning than by passive listening. Ensure that the groupings are fluid and are built around meaningful tasks that encourage work-related communication.
- Instruction should be closely linked to real-life experiences. Building and accessing background knowledge will provide relevance to instructional material. Help build background knowledge by introducing new topics with short video clips, demonstrations, or field experiences. To access background knowledge, discuss Lucy's prior experiences with the topic or content prior to the lesson.
- Reading, writing, and oral language skill development is mutually reinforcing. Lucy likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Do not sacrifice oral language development activities for greater emphasis on reading and writing.
- Students who have a strong knowledge base of words in Spanish will learn vocabulary words in English more easily. Intentional, explicit teaching of specific Spanish words and related word-learning strategies may increase the breadth and depth of Lucy's Spanish vocabulary. Use of Spanish word walls may be particularly helpful for her.
- Reading stories aloud to Lucy, either individually or as part of a small group, is a way to identify words she does not understand. Lucy should listen to the oral reading while reading along and ask a question if she does not understand a word or concept. If asking a question presents too great a language load, she can signal her lack of understanding by using an agreed-upon gesture or by marking the word with a sticky note. The reader should then pause and explain the meaning of the word or concept using pictures, mime, examples, or definitions.
- Lucy may benefit from listening to audio books in English, particularly if she is able to follow along with a written text. Strategic use of audio books may provide models for pronunciation of printed words. In addition, introducing new words in the context of sentences and stories may also increase her comprehension of words.
- Modeling the thinking, reading, and writing process in front of Lucy may help her later with reading and writing. For example, the teacher might say aloud to the group, "I need to remember that your music class today is at 2:30 p.m. and not at the usual time." The teacher might then write on the board as she reads, "Music class is at 2:30 p.m. today." The benefits of modeling the thinking, reading, and writing process may not become evident until much later, but Lucy may begin to internalize these processes.
- Instruction using specific strategies may help Lucy organize her thinking before speaking. For example, the STORE strategy provides a framework for organizing the key elements of a story in sequential order. STORE is an acronym for setting, trouble, order of events, resolution, and end. Introduce and explain the acronym cue, model how to explain each story element, and provide guided and then independent practice. A graphic organizer can be used to illustrate the story components.
- Speak slowly and clearly. Model good pronunciation, grammar, and word usage for Lucy. When she makes a pronunciation, grammar, or usage error, reaffirm her idea(s) and then say the mispronounced or misused word correctly and in context.
- Using content-text reading material, ask Lucy and her classmates to select key words that they believe are essential to understanding the central concepts of the lesson. Compile a list of mutually agreed-upon words and discussed them with the entire class. Use these words for instructional activities such as entering the words into word lists or asking Lucy and others to use the words in oral and written activities.
- Preview and contextualize key vocabulary words with Lucy prior to formally introducing them in a lesson. This requires introducing key terms before a lesson is taught so that she will have an understanding of the terms before they are used in the context of the lesson. Define each word in terms that she can understand. Include a limited number of words in each activity and select words that are the key words needed for an upcoming lesson. Review the vocabulary words after an instructional activity to help increase vocabulary development.
- A Word Sort is a teacher-made activity that may be used in multiple ways to increase language proficiency. In this activity, have Lucy sort previously learned words into categories based on meaning, similarities, structure, or word derivations. Type a list of selected words on a sheet of paper using a large font and ask her to cut each word into a separate small

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piece of paper. After the words are cut into the smaller pieces of paper, instruct Lucy to sort the words into different categories based on a language-learning objective.

- Lucy should benefit from clear instructions presented in a step-by-step manner for assignments and class activities. Demonstrations or modeling of task requirements may also be helpful. Provide both oral and written directions for assignments so that she may refer to them at a later time.
- To increase her vocabulary, teach Lucy to look for words in English that are similar to known words in Spanish. For example, if Lucy knows the Spanish word for *tree* (*árbol*), she could use this knowledge to determine the meaning of more complex English words or concepts such as *arboretum*, *Arbor Day*, and *arborist*. Another example is the Spanish word for the color *blue* (*azul*) and the more difficult English word *azure*. Online cognate dictionaries are useful resources for identifying Spanish cognates for key English vocabulary words.
- To assist Lucy in following classroom discussions or lectures, outline the key points on the board or on a projector before class. Review the key points at the end of class as well.
- Encourage parents to discuss with Lucy, in their native language, events that occurred during the day, and to ask and answer questions.
- Barrier games are a motivating way to practice listening, following directions, or giving directions. Place a barrier between two people. One person gives directions, and the other person follows the instructions. Tasks may include drawing pictures or designs, building objects, writing information, or finding a location on a map. Then have students reverse roles so both people get practice giving and receiving directions.
- Play various games to help Lucy practice communication skills. For example, play "I Spy" as a way to improve her comprehension and expressive skills. Give a clue or clues about an object in the room and have her guess the object. Take turns giving clues about an object. Play age-appropriate board games to provide Lucy opportunities for expression. Play a category sorting game and ask her to explain why items do or do not belong together.
- Teach Lucy how to tell a story in sequence. Use picture cards that can be placed in order and discussed or use story outlines or maps to provide visual support.
- Encourage Lucy's family to provide native-language literacy experiences at home by reading native-language books, newspapers, and magazines. Literacy knowledge in Lucy's native language may ultimately contribute to enhanced literacy development in English, and biliteracy is advantageous.
- Lucy may benefit from keeping a personal dictionary as a vocabulary and spelling resource. Encourage her to routinely and systematically write newly acquired words in this personal dictionary.
- Lucy's reading language proficiency may be addressed by passage previewing, in which she is given the opportunity to read or listen to a passage before being instructed or tested on that passage. In the listening form of passage previewing, she would listen to a more skilled reader (e.g., a teacher or peer) or a recorded reading while she follows along silently. In the reading form of passage previewing, Lucy would be allowed to practice reading a passage before reading it orally to another person. You may want to record the number of errors, as well as the time she took to read the passage. When Lucy completes a passage, review the misread words and then have her read the passage again. Continue this approach until she has read the passage three to five times or has reached a preestablished goal for accuracy or rate.
- Provide Lucy opportunities to read text that has meaning or is of interest to her.
- Free reading or reading for pleasure in Lucy's native language may contribute to native-language literacy development and ultimately to increased English language proficiency.
- In "Shared Reading," Lucy and other students have a unique opportunity to become familiar with, and enjoy, a story or book. First, read a story or book to the group. After the initial reading, draw the students into reading the story or book along with you. Pause for students to contribute, repeat a particular refrain in a predictable book, and eventually read the book or story chorally. This can occur over several days. After the students become familiar with the story or book, they can read it to each other in pairs or in small groups. To increase active involvement, the students may also act out the story, draw parts of it, write a new title, or re-create the ending. Shared reading can be especially useful for helping Lucy comprehend important stories or books.
- Lucy may require explicit instruction in the similarities and differences between English and the native-language consonant sounds. Some English consonant sounds cause more difficulty for speakers of other languages.

EXAMPLES OF BOOKS FOR LISTENING

Below is a list of books that are appropriate for Lucy to listen to, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR LISTENING AND SPEAKING

Based on Lucy's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

- Select books or have Lucy select books that relate to her experiences. Using books that she wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
- As long as she enjoys listening to the book, keep it available to her. Repeated listening of a story will allow her to internalize vocabulary and sentence structures.
- Have Lucy differentiate fact, opinion, and inference.
- Provide opportunities for Lucy to participate in dramatic play of the storyline of a book, such as play the role of one of the major characters.
- Have Lucy make and verify predictions of what she thinks will happen next or change the ending of the story.
- Play a guessing game by providing clues to Lucy and having her try to guess characters in a story. For example, you could say, "This character often wears red." Take turns.
- Do not be reluctant to have Lucy read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

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EXAMPLES OF BOOKS FOR READING

Below is a list of books that are appropriate for Lucy to read, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR READING

Based on Lucy's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during reading instruction.

- Select books or have Lucy select books that relate to her experiences. Using books that she wants to read and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Introduce and write down reading vocabulary words that may be challenging for Lucy. Creating language proficiency word cards or developing a glossary of reading vocabulary words may be helpful.
- If possible, have Lucy listen to the story first. Allow her to enjoy the story without any interruptions. Listening to someone read will provide a model for speed, accuracy, and expression.
- Have Lucy read the story or book orally to you, a peer, or someone else she feels comfortable with. Encourage Lucy to read the same story or book aloud several times. Allow her to become an "expert" on it.
- As long as Lucy reads with enjoyment, keep the book available to her. Repeated reading will allow Lucy to internalize the reading vocabulary and sentence structures used in the story. A mastered story can be used to extend Lucy's learning into other new reading vocabulary words and other sentence structures. Using sentences that Lucy is familiar with, change one noun, verb, or prepositional phrase to make new sentences. For example, you might take a sentence such as "He quietly walked up to look in the closet" and change the phrase in the closet to behind the tree. You can then use visuals to represent the change. Similarly, you might change the adverb quietly in the sentence to noisily, calmly, or suspiciously and then act out the different words.
- Consider using audio books in the classroom and at home. Have Lucy first track the print while listening to the story. Next, ask her to read along with the audio. Finally, have her read the story independently.
- Do not be reluctant to have Lucy read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

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ESL PROGRAM: *ESCALATE ENGLISH*®

The English language development program *Escalate English*® *5* may be beneficial at this time for Lucy based on her tested reading and language ability. The program provides varying levels of scaffolding or instructional support. Lucy would receive the most instructional benefit from the moderate level of scaffolding.

Escalate English 5 contains the following graphic novels:
> *Around the World in 80 Days*
> *Jane Goodall*
> *The Legend of Robin Hood*
> *Tales from the Arabian Nights*
> *The Quillworker Girl*
> *Neil Armstrong*

Escalate English 5 contains the following podcasts:
> *East of the Sun and West of the Moon*
> *Website Warrior: Blogging for the Animals' Benefit*
> *Our Declaration of Independence*
> *Art of Storytelling Alive and Well in Audio Books*
> *No Boss but the Land and Cattle: A Rancher's Coming of Age*
> *Living 63 Feet Underwater Helps Cousteau Team Conduct Experiments*

Some additional instructional scaffolding to consider for Lucy includes:

- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Lucy, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Lucy to orally interact with peers and adults.
- Accept language errors and avoid correcting Lucy in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.

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ESL PROGRAM: *ENGLISH 3D®*

The English language development program *English 3D®* Course A may be beneficial for Lucy based on her language ability. The program specifically targets long-term English learners and advanced ELL/ELD students. *English 3D* Course A provides high interest books covering current issues and relevant materials for 4th- and 5th-grade students. Lucy will receive instructional benefits from the expanding level of differentiated scaffolding support included in the program.

Some additional instructional scaffolding to consider for Lucy includes:

- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
- Employ a variety of grouping strategies for Lucy, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Encourage and praise Lucy for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.
- To avoid repetition of material already mastered, provide opportunities for Lucy to take what she knows or has learned and apply it to the next level. Enrichment and extension activities promote higher forms of thinking.

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ESL PROGRAM: *ON OUR WAY TO ENGLISH*®

The English language development program *On Our Way to English*® Grade 5 may be beneficial for Lucy. *On Our Way to English* uses an integrated approach that includes listening, speaking, reading, and writing and organizes instruction in thematic units primarily around science and social studies content. Issues related to phonetic sound differences between English and Spanish are addressed. The program includes newcomer books, big books, song or chant charts, shared writing cards, and more.

On Our Way to English contains leveled readers at three incremental levels of difficulty. The program provides beginning, intermediate, and advanced levels of scaffolding. At this time, Lucy would receive the most instructional benefit from the intermediate level of scaffolding.

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LEVELED READERS: *BOLDPRINT*®

If the school is using or has access to the leveled reader series, *BOLDPRINT*® *Kids Anthologies* and *BOLDPRINT Kids Graphic Readers*, the Grade 3 level may be the most beneficial based on Lucy's tested ability. The *BOLDPRINT Kids* program identifies high frequency words and targets reading vocabulary. The series provides recommendations to activate prior knowledge, make connections, and develop reading fluency. Students progress through modeled, shared, and independent reading for each story. The Grade 3 series includes the following anthologies and graphic readers:

Anthologies:
> *B-Ball*
> *Castles and Dragons*
> *Danger Ahead!*
> *Kid Power*
> *Off the Wall*
> *Seals*
> *Stand Tall*
> *That's Incredible!*
> *Tigerrr!*
> *Yuck!*

Graphic Readers:
> *A Dangerous Move*
> *Everyday Alice*
> *Giant Trouble*
> *The Lemonade Stand*
> *The Environmenteers*
> *Town and Country*
> *Charlie's Choice*
> *Emily Carr*
> *Fire! Fire!*
> *Now You See Me*
> *Tiger's Challenge*
> *Whiz Kid*
> *Growing Tall*
> *Gobble! Gobble!*
> *Nian's Mountain*
> *Penguin Pranks*
> *Pet Vet*
> *Robo Buddy*
> *Detective Dean*
> *Nature's Story*
> *Rock, Paper, Scissors*
> *Shaping Up*
> *The Gamers*
> *Westward Ho!*
> *Built to Last*
> *Camp Kinowata*
> *Then and Now*
> *The Grateful Ants*
> *The Trouble with Treasure*
> *What's the Problem?*

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Lucy includes:

- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Lucy, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Lucy to orally interact with peers and adults.
- Accept language errors and avoid correcting Lucy in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.
- Encourage and praise Lucy for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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LEVELED READERS: *RIGBY*® *PM*

If the school is using or has access to the leveled reader series *Rigby*® *PM*, beginning with the Silver Grade 3 level may be beneficial for Lucy based on tested ability. The program provides meaningful stories that slowly develop in vocabulary and sentence structure, with strong oral language development activities. On average, the student is introduced to one new word in twenty. Sentence structure and accompanying illustrations are also monitored. The Silver Grade 3 level includes three sets of books (*PM Collection*, *PM Plus*, and *PM Stars Bridge Books*) that are integrated and sequenced by level of difficulty.

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Lucy includes:

- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Lucy, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Lucy to orally interact with peers and adults.
- Accept language errors and avoid correcting Lucy in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.
- Encourage and praise Lucy for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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LEVELED READERS: HMH® SCIENCE AND ENGINEERING

The HMH**®** Science and Engineering leveled readers provide *on-level* and *extra support* reading instruction on science and engineering topics, with embedded oral language development activities. *Enrichment* book sets further extend the subject matter. The digital format of the Science and Engineering leveled readers includes audio with highlighting for additional support.

Based on Lucy's tested ability, the Grade 3 Extra Support readers may provide the most benefit. This set includes 11 units of study:

> *Zoom into Science*
> *Designing Amusement Park Rides*
> *Engineering Materials*
> *Which Instrument Will She Play?*
> *Building With Machines*
> *Hawaii's Volcanoes*
> *Let's Recycle and Reuse!*
> *Double Danger: Thunderstorms and Tornadoes*
> *A Trip to the Planetarium*
> *Rain Forest Adventure*
> *Surprising Adaptations*

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Lucy includes:

- The Science and Engineering series is also available in Spanish. Consider making these available to Lucy for additional support.
- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
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- Modify the pacing of instruction and select lessons based on priority.
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- Encourage and praise Lucy for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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