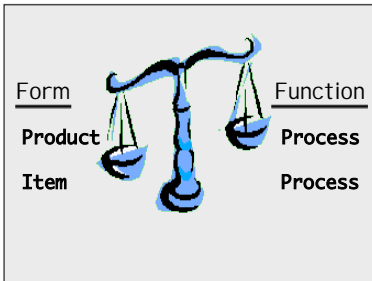
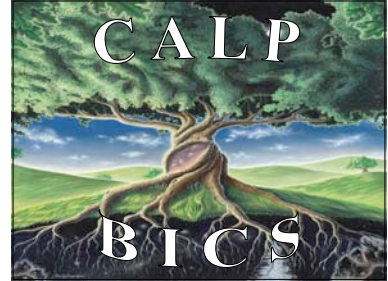
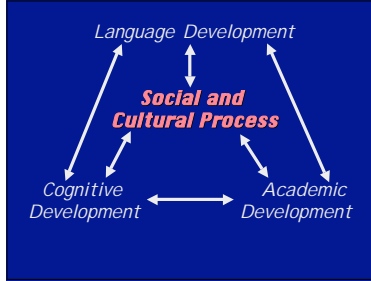


**Reading Recovery and English Language Learners: What Do We Need To Know?**

Yvonne Rodriguez  
Reading Recovery/Descubriendo la Lectura Trainer  
Texas Woman's University



I identify the linguistic challenges the book might provide as it relates to the child's current processing behavior.

Meaning	Structure	Visual Information
---------	-----------	--------------------

**1st**     $\frac{\checkmark}{\text{He}}$      $\frac{\checkmark}{\text{played}}$      $\frac{\_}{\text{all}}$      $\frac{\text{long}}{\text{day}}$  |  $\frac{\text{A}}{\text{T}}$

**2nd**     $\frac{\checkmark}{\text{He}}$      $\frac{\checkmark}{\text{played}}$      $\frac{\text{long}}{\text{all}}$  |  $\frac{\text{R}}{\text{day}}$      $\frac{\checkmark}{\text{day}}$

They the hand  $\frac{\checkmark}{\text{sneeze}}$   $\frac{\checkmark}{\text{a}}$   $\frac{\checkmark}{\text{giant}}$  sneeze.

Then they heard him sneeze a giant sneeze.

Is the child operating out of the sea of meaning or is he operating out of the sand of visual information?

$\frac{\checkmark}{\text{Suddenly}}$   $\frac{\checkmark}{\text{the}}$   $\frac{\checkmark}{\text{giant}}$  couldn't  $\frac{\checkmark}{\text{and}}$  couldn't.

Suddenly the giant coughed and coughed

- T. Can we say that?
- C. Cried?
- T. What do you do when you're sick?
- C. Sneeze.
- T. Yes, and what else?
- C. Cough
- T. What would make this part make sense and look right?
- C. Oh! The giant coughed and coughed!
- T. Right. When you read, think about what's happening in the story.

### Comprehensible Input *Plus*

An important concept in language acquisition is the notion of the learner needing to hear models of language which are *comprehensible but also beyond what the learners are able to produce themselves.*



Child's Language:

**The doll on the ceiling**

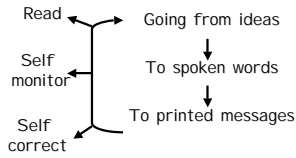
What Teacher Wrote:

**The doll is on the ceiling**

How Child Reread

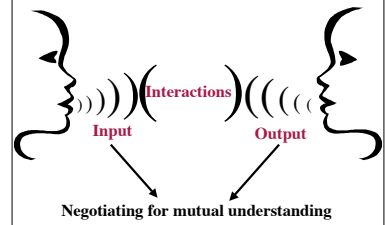
✓ ✓ **on the ceiling** \_\_\_\_\_ ?  
**The doll is on the ceiling**

### Getting Child to Compose Stories



### Comprehensible Output

Result of interactions that give a speaker an "opportunity" to negotiate and reword what they are trying to say.



### English/Spanish Language Differences

ENGLISH	SPANISH
11 vocalic contrasts <i>boot, put, boat, bought</i>	5 vocalic contrasts <i>Beat/bit, bat/bet</i>
Vowel reduction <i>About, sofa</i>	No vowel reduction <i>Couch/coach</i>
More consonant phonemes <i>victory, treasure</i>	Possible substitutions <i>Isi/easy, berry/very, Yale/jail, tin/thin</i>

### English/Spanish Language Differences

ENGLISH	SPANISH
Frequent word-finals <i>Card, heard</i>	Few word-finals <i>Car/card, her/heard</i>
4 degrees of stress <i>Method, methodical, methodology</i>	2 degrees of stress <i>Animal/animal</i>

### Grammar Differences

PLURAL FORMATION	➡ pronunciation: <i>dogs, buzzes</i>
AGREEMENT	➡ <i>The houses white</i>
POSSESSIVE CASE	➡ <i>The book of John</i>

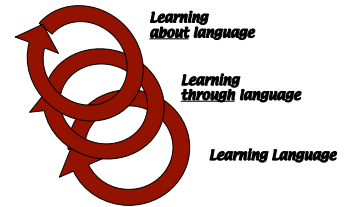
### Grammar Differences

PREPOSITIONS	<i>En</i> → <i>on-in-at</i> <i>De</i> → <i>of-from</i>
QUESTION FORMATION	<i>You speak English?</i> <i>Speak you English?</i>

### Differences in Word Order

SUBJECT PRONOUNS	→ <i>Is ready the girl?</i>
ADVERB PLACEMENT	→ <i>She went yesterday to the store.</i>
DIRECT AND INDIRECT OBJECT PLACEMENT	→ <i>He gave me it.</i>

### Recursive continuum



### Oops!

*B-b- | A w-wants* ✓ ✓  
*Billy | T wanted a biscuit*

✓ ✓ *can't* ✓  
*but he couldn't reach*

✓ *gets* | *stands* *R* ✓ ✓ ✓  
*He stood on a chair*

✓ ✓ *can't* ✓  
*but he couldn't reach*

✓ ✓ ✓ ✓  
*He put a box*

✓ ✓ ✓  
*on a chair*

✓ ✓ *can't* <sup>sc</sup> *R* ✓  
*But he couldn't reach*

Cont.

### The Record of Oral Language As a Tool

- Observe and assess a child's control over oral language
- Guide a teacher's own use of grammatical structures with individual children

### Ex Level 2-A

Child: That dog is going to be my brothers.

Text: That *big dog over there* is going to be my brother's.

Child: The truck was my father's.

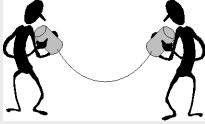
Text: That *old truck in there used* to be my father's

- My baby brother play with my toys.
- My uncle jump in the pool.
- I going to the doctor tomorrow.
- We goed to the store.
- She not in school today.
- I like to eat the cornflakes.
- Me and my sister we could ride a bike.
- My mom have stew in her pot and carrots and potatoes.

### Language Acts During Writing



## Genuine Conversation



### Negotiating a story to write:

- T: So, what were you doing in class?  
C: Gluing  
T: What were you gluing?  
C: Papers  
T: Were you gluing papers or were you gluing something on the papers?  
C: On a paper  
T: What were you gluing on the paper?  
C: Words

T: So, who was gluing words on a paper?

C: Me

T: So, how can you tell me all that?

C: I was gluing words on a toothbrush paper .

T: Oh, I like that story. I was gluing words on a paper toothbrush. Tell me again so I can write it.

C: I was gluing words on a toothbrush paper.

T: Now you know what? I saw you this morning. I see you every single day when I leave. Tell me about that. What are you doing at the end of the day?

C: I stay home and go outside and play with my cars and my big sister. We eat some food. That's it.

T: Wow! That's neat. How are we going to say it?

C: When I got home from school, I go outside.

C: When I got home from school, I go outside.

T: OK - When I go...

C: When I go outside(?)

When I go home to my house, I eat some food.

T: When I go in the house...what do you do?

C: eat

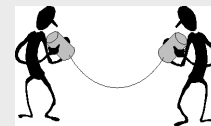
T: I eat some....

C: food

T: food. OK, let's say it together

T/C: When I go in the house, I eat some food. (said it slowly)

## Genuine Conversation



T: Now you know what? I saw you this morning. I see you every single day when I leave. Tell me about that. What are you doing at the end of the day?

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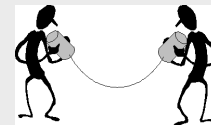
T: I eat some....

C: food

T: food. OK, let's say it together

T/C: When I go in the house, I eat some food. (said it slowly)

## Genuine Conversation



STUDENT: I throw it - box (points to a box on the floor).  
 TEACHER: You threw the box.  
 STUDENT: No, I threw in the box.  
 TEACHER: What did you throw in the box?  
 STUDENT: My.....I paint....  
 TEACHER: Your painting?  
 STUDENT: Painting?  
 TEACHER: You know...painting (The teacher makes a painting movement on an imaginary paper).  
 STUDENT: Yes, painting.  
 TEACHER: You threw your painting in the box.  
 STUDENT: Yes, I threw my painting in the box.

"The phrases children construct in their conversations lead to more awareness of language structures within sentences in their writing and reading."  
 --Change Over Time p. 110

Julian's Compositions  
 Over Time

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Mom makes sausages for breakfast  
 A bear can scratch.  
 I like to play soccer  
 I boss my brother around.

I was riding my bike. A car came by and ran over me. It hurt.  
 I peeled my scab off of my eye.  
 My mom makes peanut butter and jelly sandwiches for me.

After reading "Fishing"

---

I caught a fish at the pond.  
 My dad cooked it on the grill.

I composed and wrote:  
 "If I had two dollars I'd buy a cherry lime-aid from Sonic," said Mrs. Rodriguez.  
 Julian composed and we wrote:  
 "If I had two dollars I would buy a little car," said Julian.

When They see another dog They Fight. My dogs play fight with a girl dog.

- >Language as a resource and a beneficiary.
- >Genuine conversations that focus on
  - function not form
  - Comprehensible input and output
- >Literacy processing is language processing
- >It's quality not quantity that counts

