Oral Language Analysis for Designated ELD
(TK – 6th Grade)

Summary

The ELA/ELD Framework sets the imperative that teachers use a variety of tools to gather actionable information to direct instruction. This formative assessment, or "assessment of learning," is collected minute-to-minute, daily, and weekly. For English Learners, teachers must not only assess their progress toward mastery of Content Standards, but they must also have their finger on the pulse of student's growth in the English Language Arts as a means to inform lessons for Designated ELD. The Oral Language Analysis for Designated ELD involves engaging small groups of students in dictation to provide real-time authentic evidence of where English Learners have gaps in their language production.

Implementation

The Oral Language Analysis (OLA) for Designated ELD is a small, homogeneous group strategy. Inspired by Project GLAD's EL Retell/EL Group Frame, the OLA provides teachers an opportunity to record student learning and language production, and then analyze their language to determine a series of lessons or steppingstones to be addressed during Designated ELD.

Step 1: The teacher selects an artifact, or artifacts, from a whole class lesson, such as a Draw & Label, Narrative Input, Graphic Organizer, Dialogic Read Aloud, etc., that is central to the thematic unit to be the source for the OLA dictation.

Step 2: The teacher crafts a prompt based on the selected artifact that provides students an opportunity to discuss their learning. When writing the prompt, the teacher is mindful of the following aspects and criteria:

- The prompt should be open-ended and broad enough to provide multiple responses and opportunities for elaboration.
- The prompt is designed to encourage students to utilize the key artifact(s) as a resource to deepen their responses. However, the prompt does NOT need to be so broad that in encompasses every detail of content.
- When selecting the artifact(s) and crafting the prompt, teachers should determine whether it is critical to elicit key language functions or content that will support the students in their understanding and mastery of the central theme and propel them toward success on Performance Tasks.

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Consider how the following example incorporates the above aspects:

Thematic Unit: Survival in Nature - Birds (First Grade)
Artifact: Draw & Label – Mallard Ducks
Language Function: Description
Enduring Understanding:

- Birds have external parts and behaviors that help them survive.
- Animal structures can be mimicked by humans to solve problems.

Prompt: *Describe the characteristics of mallard ducks and what we can learn from them.*

Step 3: The teacher gathers a small, homogeneous group of English Learners (1 to 4 students) around the artifact(s) and directs their attention to a chart with the prompt, already written in black marker. The teacher reads the prompt, with the students, and highlights key aspects of the prompt to ensure students understand both the prompt itself, as well as how they will use the artifact(s) as a source for their discussion. Each student is then given their own color marker. When they are ready to share an idea, the teacher uses their marker to record the student's response VERBATIM on the chart. Students take turns sharing ideas, the teacher recording in the student's assigned color. This is NOT the time to correct student oral production for accuracy or to clarify misconceptions.

This process should take no more than 10 minutes. During this time, the teacher may decide to orally prompt the students to elaborate or to guide the discussion should it stagnate or become repetitive. The teacher should make note of any additionally prompting on the chart paper using a black marker, very similar to a running record.

Note: Step #3 should be repeated with as many groups as necessary so that the needs of all English Learners are met.

Step 4: The teacher analyzes the OLA dictation, looking for opportunities to deepen students' English language proficiency. This analysis must be done using the ELD standards as a tool to determine what students' next best steppingstones will be to propel them toward greater proficiency and mastery of the Language Arts standards. This analysis is ideally done in collaboration with grade level colleagues. From this work, teachers are able to then design a series of mini-lessons for DELD that are precisely targeted to the needs of the specific students in their classroom.

OLA Dictation	Analysis – Which D-ELD Standards could be addressed?
 Describe the characteristics of mallard ducks and what we can learn from them. 2/13/18 Whats ducks eat. Ducks have beaks. The ducks do upending to find some food in water. Birds have feet to swim. Birds fly. Birds lay their eggs for they can be comfy and hatch. A duck have a beak to eat. Jesus PAMELA Nicole	

OLA Dictation	Analysis – Which D-ELD Standards could be addressed?
 Describe the characteristics of mallard ducks and what we can learn from studying them. 2/13/18 That they swim under water and try to find food. They have feet. They swim with their feet to swim fast. When it's really cold they go to another state. They have a beak to get food. That they live in marses. (marshes) They have oil inside their feather. Cristina EMMANUEL	

Notes on Oral Language Analysis for Designated ELD