No single, formal assessment tool can adequately measure a student’s language acquisition. Informal observation of student behavior and work is necessary to form a complete picture. Use the following techniques to observe and evaluate each student’s performance: Informal Assessment, Portfolios, the Student Profile matrix, and the Student Assessment Checklists.

**Informal Assessment**

Opportunities for informal assessment of language acquisition abound, including chants, role-plays, dictation, expression of opinions, and conversations. Observing student performance requires patience and flexibility. Keep in mind the following suggestions for assessing students informally:

- Allow sufficient time for students to respond.
- If a student’s response is insufficient or inappropriate, try rephrasing your question or request.
- For students at the preproduction level, watch for nonverbal clues, such as body language and facial expressions, to assess a student’s comprehension.
- Observe students in classroom situations they find most comfortable. For example, a student may feel more relaxed in a small group than in a large group.
- Students who have difficulty showing comprehension by drawing might also use pantomime, imitation, or other forms of expression.
- Use self-stick notes for quick observations and attach them to student work that you plan to save.

**Portfolios**

Progress in acquiring English may be measured by teacher observations, recordings of a student’s reading and speaking, and dated samples of a student’s writing, dictation, and other work. Assembled in a portfolio, these materials create an authentic picture of a student’s progress through each language proficiency level. To develop portfolios that are easy to use and maintain, use the following strategies:

**Start Small**  A few selected items are more useful than a large assortment.

**Plan the Contents**  Include one dated sample of a student’s writing or drawing for each week’s lessons. Samples may consist of sentence strips, story frames, word webs, dictated stories, and picture-word cards. You may also wish to include cassettes with samples of a student’s oral reading, retelling, or speaking capabilities at different times during the year. Include the Student Assessment Checklist at least once during a theme.

**Involve the Student**  Choose work samples for the portfolio with each student. A good time might be during a student-teacher conference. Determine with the student what represents his or her best work. Consider using goal cards, on which students write or dictate their goals for a lesson, and learning log entries, in which students write or dictate their thoughts about what they have learned.

**Involve the Parents**  Portfolios offer an ideal means of documenting each student’s progress and sharing it during parent-teacher conferences.

**Student Profile**

The Student Profile on page R2 provides a matrix of observable behaviors in four areas: listening, speaking, reading, and writing. The profile provides a quick glimpse of demonstrable student behavior for a given language proficiency level.

**Student Assessment Checklist**

The Student Assessment Checklist on pages R3–R4 is a Blackline Master that you can use to measure a student’s progress in language acquisition. The form will enable you to determine a student’s progress in moving toward a higher language proficiency level. Use the checklists at regular intervals, but don’t feel that you must check all categories during each observation.
### Student Profile

<table>
<thead>
<tr>
<th><strong>Beginning/Preproduction</strong></th>
<th><strong>Early Production</strong></th>
<th><strong>Speech Emergent</strong></th>
<th><strong>Intermediate/Advanced</strong></th>
<th><strong>Fluent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Student comprehends simple repeated sentences; follows simple directions; shows comprehension through facial expressions, body language, and gestures.</td>
<td>Student comprehends simple passages; begins to follow group discussions; shows comprehension by using one or two words or short phrases.</td>
<td>Student understands most of what is said with frequent pauses; follows stories; follows a series of directions; takes part in discussions; writes from dictation.</td>
<td>Student understands what is said with occasional repetition; follows complex stories and nonfiction selections; actively takes part in discussions.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Student responds nonverbally, by gesturing (pointing, nodding, choosing) and by imitating sounds and actions.</td>
<td>Student makes short, appropriate oral responses to questions; recites poems, songs, and chants.</td>
<td>Student speaks in phrases or simple sentences; engages in dialogues, interviews, and role-plays.</td>
<td>Student speaks fluently in conversations and group discussions; shows appropriate use of English idioms.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Student follows along in picture walks; uses illustrations and other graphic clues to attach meaning to printed material.</td>
<td>Student follows text during group reading; matches words to some objects, people, and actions; retells stories using pictures and objects.</td>
<td>Student reads aloud; identifies characters; identifies main ideas; sequences events; compares/contrasts; shows cause/effect; uses context and decoding skills to find word meanings.</td>
<td>Student has full command of reading strategies; acquires and applies information from various genres; selects and reads materials of personal interest.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Student illustrates characters, objects, and actions to convey meaning.</td>
<td>Student labels illustrations of objects, characters, and actions; writes familiar names and simple words; uses temporary spelling, rebuses, and illustrations to convey ideas.</td>
<td>Student writes from dictation; writes simple sentences; uses details; completes cloze activities and story frames; demonstrates writing as a process; uses a variety of genres.</td>
<td>Student writes in greater detail, in a wider variety of genres for a wider variety of purposes.</td>
</tr>
</tbody>
</table>

**RESOURCES:** Assessment
# Student Assessment Checklist

**Student’s Name** ____________________________________________

**Theme/Selection** ____________________________________________

**Language Proficiency Level**
- □ Beginning/Preproduction
- □ Speech Emergent
- □ Early Production
- □ Intermediate/Advanced

To evaluate the student’s progress, observe behaviors at different times. Use a plus (+) or a minus (−) symbol to indicate that the student has or has not successfully exhibited the behavior.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning/Preproduction</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehends simple repeated sentences.</td>
<td></td>
</tr>
<tr>
<td>Responds nonverbally by gesturing and by imitating.</td>
<td></td>
</tr>
<tr>
<td>Follows simple one- or two-step directions.</td>
<td></td>
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<tr>
<td>Begins to chime in as class recites poems, songs, and chants.</td>
<td></td>
</tr>
<tr>
<td>Follows along during picture walks.</td>
<td></td>
</tr>
<tr>
<td>Uses illustrations and other graphic clues to comprehend printed material.</td>
<td></td>
</tr>
<tr>
<td>Illustrates to convey meaning.</td>
<td></td>
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<tr>
<td>Begins to associate written text with spoken words.</td>
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<tr>
<td><strong>Early Production</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehends simple text.</td>
<td></td>
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<tr>
<td>Shows comprehension by using one or two words.</td>
<td></td>
</tr>
<tr>
<td>Begins to follow group discussions.</td>
<td></td>
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<tr>
<td>Makes short, appropriate oral responses to questions.</td>
<td></td>
</tr>
<tr>
<td>Uses everyday, basic vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Uses rebuses and illustrations to convey ideas.</td>
<td></td>
</tr>
<tr>
<td>Follows text during group reading.</td>
<td></td>
</tr>
<tr>
<td>Matches written words to some objects, people, and actions.</td>
<td></td>
</tr>
<tr>
<td>Labels illustrations of objects, people, and actions.</td>
<td></td>
</tr>
<tr>
<td>Writes names and simple words.</td>
<td></td>
</tr>
<tr>
<td>Attempts to write and spell unknown words.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments** ____________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Student Assessment Checklist

Student’s Name ________________________________

Theme/Selection ________________________________

Language Proficiency Level
☐ Beginning/Preproduction  ☐ Speech Emergent
☐ Early Production  ☐ Intermediate/Advanced

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<table>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

Speech Emergent

- Understands most of what is said with frequent pauses.
- Comprehends stories read aloud.
- Follows a series of directions.
- Takes part in discussions.
- Engages in dialogues and role-plays.
- Speaks in phrases or simple sentences.
- Reads aloud simple texts.
- Uses context and decoding skills.
- Identifies characters.
- Identifies main ideas.
- Writes from dictation.
- Writes simple sentences.
- Uses details to complete sentence and story frames.

Intermediate/Advanced

- Understands what is said with occasional repetition.
- Comprehends stories and nonfiction selections at grade level.
- Formulates and asks questions.
- Expresses feelings and experiences.
- Begins to recognize idioms.
- Paraphrases.
- Engages in nearly fluent conversation.
- Identifies story elements.
- Reads aloud and silently.
- Begins writing to describe, inform, persuade.
- Incorporates new grammatical rules.
- Uses correct grammar and mechanics.

Comments ________________________________

Student’s Name: ________________________________

Theme/Selection: ________________________________

Language Proficiency Level:
☐ Beginning/Preproduction  ☐ Speech Emergent
☐ Early Production  ☐ Intermediate/Advanced

To evaluate the student’s progress, observe behaviors at different times. Use a plus (+) or a minus (−) symbol to indicate that the student has or has not successfully exhibited the behavior.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
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</tbody>
</table>

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- Reads aloud and silently.
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- Incorporates new grammatical rules.
- Uses correct grammar and mechanics.

Comments ________________________________
The following charts describe several problem areas for English language learners. The charts cover neither all linguistic problem areas nor all languages. Rather, they list a sampling, with the aim of being useful and practical.

References to relevant lessons both in this handbook and in the Teacher's Editions of *Houghton Mifflin Reading* provide a guide to where each area is addressed within the instructional plan. In addition, Language Transfer Support notes appear throughout the weekly lesson plans in this Handbook. These notes provide point-of-use information regarding specific problem areas and guidance in addressing students' particular needs.

### Consonant Sounds

Consonant sounds in English present different challenges to different populations of English language learners. For example, although Chinese, Vietnamese, and Khmer are not related languages, speakers of these languages often have difficulty hearing and spelling sounds in English. In particular, consonants and consonant clusters present difficulties for these learners. In addition, because a modified Roman alphabet is used in Vietnamese, children who read and write that language may have difficulty when English sounds and letters are introduced. The charts below provide information and support for helping students master English consonant sounds and consonant clusters.

#### Key

- **•** = often a problem
- **b** = may be a problem at the beginning of words
- **e** = may be a problem at the end of words

*Grades 1–6: In addition to the Teacher's Edition pages listed below, see the corresponding Reteaching and Challenge lessons in the Resources section of each theme.*

---

<table>
<thead>
<tr>
<th>Consonant Sounds</th>
<th>Instructional Support</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td><strong>Gr K:</strong> Th 3, pp. 93, 101, 111; Th 10, pp. 317, 319; <strong>Gr 1:</strong> Th 1, p. 39</td>
<td><strong>•</strong></td>
</tr>
<tr>
<td>/ch/</td>
<td><strong>Gr 1:</strong> Th 5, p. 153; <strong>Gr 2:</strong> Th 3, pp. 83, 97</td>
<td></td>
</tr>
<tr>
<td>/g/</td>
<td><strong>Gr K:</strong> Th 7, pp. 211, 213, 219, 239; Th 10, pp. 327, 329; <strong>Gr 1:</strong> Th 2, p. 51</td>
<td></td>
</tr>
<tr>
<td>/t/</td>
<td><strong>Gr K:</strong> Th 5, pp. 167, 169, 175; Th 6, p. 197; Th 8, pp. 263, 265; <strong>Gr 1:</strong> Th 1, p. 29; Th 3, p. 83</td>
<td></td>
</tr>
<tr>
<td>/g/</td>
<td><strong>Gr K:</strong> Th 5, pp. 157, 169, 175; Th 9, p. 283; <strong>Gr 1:</strong> Th 1, p. 39; Th 4, p. 129; Th 5, p. 161; <strong>Gr 2:</strong> Th 2, p. 51</td>
<td><strong>•</strong></td>
</tr>
<tr>
<td>/h/</td>
<td><strong>Gr K:</strong> Th 4, pp. 115, 117, 123, 143; Th 6, pp. 187, 207; Th 8, pp. 263, 265; <strong>Gr 1:</strong> Th 1, p. 39</td>
<td><strong>•</strong></td>
</tr>
</tbody>
</table>
## Consonant Sounds

<table>
<thead>
<tr>
<th>Consonant Sounds</th>
<th>/th/</th>
<th>/l/</th>
<th>/k/</th>
<th>/km/</th>
<th>/m/</th>
<th>/n/</th>
<th>/ng/</th>
<th>/p/</th>
<th>/t/</th>
<th>/th/</th>
<th>/n/</th>
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</thead>
<tbody>
<tr>
<td><strong>Languages</strong></td>
<td>*</td>
<td>*</td>
<td>b</td>
<td>*</td>
<td>*</td>
<td>b</td>
<td>*</td>
<td>b</td>
<td>b</td>
<td>e</td>
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</tr>
</tbody>
</table>

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**Guide to Language Transfer Support**

* These entries are located in the HMR Teacher’s Editions. Please refer to the corresponding page numbers for more detailed information.
Consonant Clusters

Consonant clusters (combinations of consonant sounds, as in *splashed* and *strength*) often pose problems for English language learners. Depending on their primary language, students may

- add a vowel sound before a consonant cluster at the beginning of a word (for example, pronounce *student* as “estudent”)
- simplify the cluster by dropping the last consonant (for example, drop the *z* sound at the end of *dogs*)
- insert a vowel between consonants in a cluster (for example, pronounce *price* as “pirice” or “perice”)
- substitute for an unfamiliar consonant cluster a similar one that exists only in their primary language (for example, Hmong has many consonant clusters that do not exist in English)
**Syllabication**

Rules for syllabication vary widely across different languages. The references below indicate where the rules for syllabication in English are addressed in the instructional plan.

<table>
<thead>
<tr>
<th>Syllabication</th>
<th>Handbook for English Language Learners</th>
<th>HMR Teacher’s Editions</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Rules</td>
<td><strong>Gr 1</strong>: Th 8, p. 257; <strong>Gr 2</strong>: Th 1, p. 29; <strong>Gr 3</strong>: Th 1, p. 29; Th 4, p. 135; Th 5, p. 171; <strong>Gr 4</strong>: Th 1, p. 39; Th 3, p. 127; <strong>Gr 5</strong>: Th 1, p. 29; Th 2, p. 85; Th 5, p. 187; <strong>Gr 6</strong>: Th 1, p. 29; Th 2, p. 65</td>
<td><strong>Gr 1</strong>: Th 8, pp. T113, T114; <strong>Gr 2</strong>: Th 1, p. 107C; <strong>Gr 3</strong>: Th 1, p. 81C; Th 5, p. 547C; <strong>Gr 6</strong>: Th 1, p. 71C, Th 2, pp. 213D–213E</td>
</tr>
<tr>
<td>VCCV Pattern</td>
<td><strong>Gr 3</strong>: Th 5: p. 187; <strong>Gr 4</strong>: Th 4, p. 165; <strong>Gr 5</strong>: Th 3, p. 103; <strong>Gr 6</strong>: Th 3, p. 93</td>
<td><strong>Gr 3</strong>: Th 5, pp. 251D–251E; <strong>Gr 4</strong>: Th 4, pp. 511C, 511E; <strong>Gr 5</strong>: Th 3, p. 309E; <strong>Gr 6</strong>: Th 3, pp. 271C, 271D</td>
</tr>
<tr>
<td>VCCCV Pattern</td>
<td><strong>Gr 3</strong>: Th 6, p. 199; <strong>Gr 5</strong>: Th 4, p. 125; <strong>Gr 6</strong>: Th 3, p. 93</td>
<td><strong>Gr 3</strong>: Th 6, p. 337C; <strong>Gr 5</strong>: Th 4, p. 363E; <strong>Gr 6</strong>: Th 3, pp. 271C, 271D</td>
</tr>
<tr>
<td>VCV Pattern</td>
<td><strong>Gr 3</strong>: Th 6, p. 209; <strong>Gr 4</strong>: Th 5, p. 197; <strong>Gr 5</strong>: Th 3, p. 103; <strong>Gr 6</strong>: Th 3, p. 93</td>
<td><strong>Gr 3</strong>: Th 6, p. 367C; <strong>Gr 4</strong>: Th 5, pp. 607C, 607E; <strong>Gr 5</strong>: Th 3, p. 309E; <strong>Gr 6</strong>: Th 3, pp. 271C, 271D</td>
</tr>
</tbody>
</table>

**Grammar Features**

The following language guide shows grammatical features of specific languages that when transferred to English lead to an error. Understanding these sample errors will help you guide students to use these features correctly in English. References to lessons in the *Handbook for English Language Learners* and in the Teacher’s Editions are provided in the last two columns.

<table>
<thead>
<tr>
<th>Grammar Features</th>
<th>Languages</th>
<th>Sample Transfers in English</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLES</td>
<td>Arabic</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
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<td>*</td>
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<tr>
<td></td>
<td>Farsi</td>
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<td></td>
<td>Japanese</td>
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<td>Korean</td>
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<td>Russian</td>
<td>*</td>
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<td></td>
<td>Spanish</td>
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<td>*</td>
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<tr>
<td></td>
<td>Vietnamese</td>
<td>*</td>
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</tr>
</tbody>
</table>
**Grammar Features**

<table>
<thead>
<tr>
<th>Be can be omitted</th>
<th>No progressive forms</th>
<th>No tense inflections</th>
<th>No inflections for person and number</th>
<th>Past perfect formed with be</th>
<th>Different tense boundaries from English</th>
<th>Different limits for passive voice</th>
<th>No -ing (gerund)/infinitive distinction</th>
<th>Infinitive not used to express purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Chinese</td>
<td>Farsi</td>
<td>Japanese</td>
<td>Korean</td>
<td>Russian</td>
<td>Spanish</td>
<td>Thai</td>
<td>Vietnamese</td>
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</tr>
</tbody>
</table>

### Sample Transfers in English

**VERBS AND VERBALS**

- **She is studying now. He is always happy.**
  - Gr 1: p. 283
  - Gr 2: p. 195
  - Gr 3: p. 137
  - Gr 4: pp. 137, 141
  - Gr 5: pp. 73, 77

- **They still play now. When I called, she studied.**
  - Gr 1: p. 99
  - Gr 2: p. 195
  - Gr 3: p. 39
  - Gr 5: pp. 73, 77

- **He has a good time yesterday. When she was little, she always walked to school.**
  - Gr 1: pp. 99, 111, 251, 271
  - Gr 2: pp. 185, 187, 219
  - Gr 3: pp. 39, 115, 125
  - Gr 4: pp. 125, 129
  - Gr 5: pp. 83, 87, 105, 109

- **The school has a good soccer team.**
  - Gr 1: p. 111
  - Gr 2: p. 175
  - Gr 3: p. 115
  - Gr 5: pp. 95, 99, 105, 109

- **They were arrived.**
  - Gr 2: p. 195
  - Gr 3: pp. 147, 157
  - Gr 4: pp. 137, 141
  - Gr 5: pp. 105, 109

- **I have a good time yesterday. When she was little, she always walked to school.**
  - Gr 1: pp. 99, 111, 251, 271
  - Gr 2: pp. 185, 187, 219
  - Gr 3: pp. 39, 115, 125
  - Gr 4: pp. 125, 129
  - Gr 5: pp. 83, 87, 105, 109

- **I study English for a year. He has left yesterday.**
  - Gr 1: pp. 111, 251
  - Gr 2: pp. 175, 185, 195
  - Gr 3: pp. 115, 125
  - Gr 4: pp. 125, 129
  - Gr 5: pp. 83, 87

- **They were taken our lunches. My name base on Chinese characters. An accident was happened.**
  - Gr 5: pp. 83, 87

- **She avoids to see him. I enjoy to play baseball.**
  - Gr 1: p. 99
  - Gr 2: pp. 187, 219
  - Gr 3: p. 39
  - Gr 5: pp. 73, 77

- **I went out for seeing a movie.**
  - Gr 5: pp. 63, 67

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**Handbook for English Language Learners**

**HMR Teacher’s Editions**

*Grades 2–6: In addition to the pages listed below, see the Reteaching and Challenge lessons in the Theme Resources section of each Teacher’s Edition.*
## Guide to Language Transfer Support

**Languages**
- Arabic
- Chinese
- Farsi
- Japanese
- Khmer
- Korean
- Russian
- Spanish
- Thai
- Vietnamese

**Sample Transfers in English**

### Grammar Features

<p>| | | | | | | | |</p>
<table>
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</tbody>
</table>

#### Word Order and Sentence Structure

- **Verb precedes subject**
  - Good grades received every student in the class. (Spanish, Russian: optional)
  - Gr 1: pp. 123, 133
  - Gr 2: pp. 27, 37, 47
  - Gr 3: p. 41
  - Gr 4: pp. 19, 25, 31, 35
  - Gr 5: pp. 21, 25, 63, 67
  - Gr 6: pp. 21, 25
  - **Handbook for English Language Learners**
  - **Instructional Support**
  - **HMR Teacher’s Editions**
  - *Grades 2–6: In addition to the pages listed below, see the Reteaching and Challenge lessons in the Theme Resources section of each Teacher’s Edition.*

- **Verb-subject order in dependent clause**
  - I knew what would say the teacher.
  - Gr 2: p. 27
  - Gr 3: p. 41
  - Gr 4: pp. 31, 35
  - Gr 5: pp. 21, 25
  - Gr 6: pp. 21, 25

- **Verb last**
  - ...when the teacher the papers collected.
  - Gr 1: pp. 123, 133
  - Gr 2: pp. 27, 47
  - Gr 3: p. 41
  - Gr 4: pp. 31, 35
  - Gr 5: pp. 21, 25
  - Gr 6: pp. 21, 25

- **Coordination favored over subordination**
  - Frequent use of and and so
  - Gr 3: p. 69

- **Relative clause or restrictive phrase precedes noun it modifies**
  - The entered in the contest students...
  - He gave me a too difficult for me book.
  - Gr 5: pp. 21, 25
  - Gr 6: pp. 21, 25

- **Adverb can occur between verb and object or before verb**
  - I like very much oranges.
  - She watched carefully the baby. He slowly runs.
  - Gr 1: p. 299
  - Gr 2: p. 47
  - Gr 3: p. 221
  - Gr 4: Th 6, pp. 211, 215
  - Gr 5: pp. 199, 203
  - Gr 6: pp. 157, 161
  - **Handbook for English Language Learners**
  - **Instructional Support**
  - **HMR Teacher’s Editions**
  - *Grades 2–6: In addition to the pages listed below, see the Reteaching and Challenge lessons in the Theme Resources section of each Teacher’s Edition.*

- **Inversion of subject and verb rare**
  - She is leaving and so I am.
  - Gr 2: pp. 27, 37, 47
  - Gr 3: p. 41
  - Gr 4: pp. 31, 35
  - Gr 5: pp. 21, 25
  - Gr 6: pp. 21, 25

- **Conjunctions occur in pairs**
  - Although she is rich, but she drives an old car.
  - Even if I had time, I would also not go.
  - Gr 5: pp. 31, 35
  - Gr 6: pp. 31, 35

- **Subject can be omitted (especially pronoun)**
  - Is raining.
  - Studied last night.
  - Gr 1: p. 101
  - Gr 2: pp. 27, 37, 133
  - Gr 3: p. 41, 169
  - Gr 4: pp. 31, 35
  - Gr 5: pp. 21, 25, 231, 235
  - Gr 6: pp. 21, 25

- **Commas set off a dependent clause**
  - He knows, that we called.
  - Gr 3: p. 121; Gr 5: pp. 137, 141
  - Gr 6: pp. 221, 225

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<table>
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<th>Grammar Features</th>
<th>Languages</th>
<th>Sample Transfers in English</th>
<th>Instructional Support Grades 1–6</th>
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</thead>
<tbody>
<tr>
<td><strong>NOUNS, PRONOUNS, ADJECTIVES, ADVERBS</strong></td>
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</tr>
<tr>
<td>No human/nonhuman distinction for relative pronoun (who/which)</td>
<td>Arabic: • Chinese: • Farsi: • Japanese: * Korean: * Russian: * Spanish: * Thai: * Vietnamese: *</td>
<td>Here is the new student which you met her last week. The people which arrived...</td>
<td>Gr 2: p. 133 Gr 6: pp. 179, 183</td>
</tr>
</tbody>
</table>

*Grades 2–6: In addition to the pages listed below, see the Reteaching and Challenge lessons in the Theme Resources section of each Teacher’s Edition.*
## Vowel Sounds

English vowel sounds present students with many challenges. In general, learners whose primary language has fewer vowel sounds than English may not be sensitive to some meaningful differences between vowel sounds in English. That is, they may not hear such sounds as the long e in *eat* and the short i in *it* as carrying differences in meaning.

In contrast, learners whose primary language has more vowel sounds than English may be confused by differences between vowel sounds that are not meaningful to English speakers, such as differences that are variations because of regional accents.

The following general information provides help in understanding some difficulties students have with English vowels. References to specific lessons in the *Handbook for English Language Learners* and in the Teacher’s Editions provide guidance in planning instruction.

### LANGUAGE FEATURES

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>FEATURES</th>
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</table>
| Arabic   | • Arabic has only 8 vowel sounds and diphthongs as compared to over 20 in English.  
• Learners may gloss over and confuse short vowel sounds in English.  
• Learners may add glottal stops (as in the middle of “uh-oh”) before words beginning with vowel sounds. |
| Khmer    | • Khmer has 16 vowel sounds and 11 diphthongs (more than English has).  
• Learners may have trouble with short vowel sounds that do not exist in Khmer (as in *bat*, *bet*, *biff*).  
• Learners may confuse long and short vowel sounds (as in *seat*, *set*). |
| Chinese  | • There are fewer vowel sounds in Chinese than in English.  
• Chinese is a tonal language. Each syllable is pronounced with a particular tone (for example, high or low pitch, rising or falling, and so on) that gives it meaning. Thus it is not just the combination of vowel and consonant sounds that form a particular word, but also its tone.  
• Learners may have trouble reducing an unstressed vowel to a schwa; they may either give it too much stress or omit it altogether. |
### LANGUAGE FEATURES

**Hmong**
- Has 6 pure vowels and 7 diphthongs (fewer vowel sounds than English has).
- Hmong is a tonal language. Each syllable is pronounced with a particular tone (for example, high or low pitch, rising or falling, and so on) that gives it meaning. Thus it is not just the combination of vowel and consonant sounds that form a particular word, but also its tone.

**Russian**
- There are no diphthongs in Russian.
- Learners will probably have difficulty pronouncing /u/ especially after w, as in work, worth, word.
- Learners may shorten long vowels (field becomes filled, seat becomes sit).
- The short a sound may become short e (sat becomes set).

**Spanish**
- Spanish has 5 pure vowel sounds and 5 diphthongs (fewer than English has).
- The sounds of long e (as in sheep) and short i (as in ship) are often confused; the same is true of the sounds of long oo (as in pool) and short oo (as in book or pull).
- The schwa sound in English words is often replaced by the strong pronunciation of the vowel, about becomes “bout”.

**Vietnamese**
- The Vietnamese vowel system is complex, with 11 pure vowels and many more diphthongs and triphthongs.
- Learners may simplify long vowels in English (such as the long o in low and the long a in may) to their pure Vietnamese counterparts.
- Variations in the length of vowels (according to an individual English speaker’s accent) may confuse learners, since such variations carry different meanings in Vietnamese but not in English.

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### INSTRUCTIONAL SUPPORT GRADES K–6

<table>
<thead>
<tr>
<th>VOWEL SOUNDS</th>
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<th>HMR Teacher’s Editions</th>
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</table>

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Guide to Language Transfer Support
### INSTRUCTIONAL SUPPORT GRADES K–6

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<th>HMR Teacher's Editions</th>
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</thead>
<tbody>
<tr>
<td><strong>Long o (including oa, ow)</strong></td>
<td>Gr 1: Th 6, p. 179; Th 7, pp. 211, 217; Gr 1: Th 6, pp. T32–T33, T116; Th 7, pp. T32, T116–T117;</td>
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<td></td>
<td>Gr 2: T2, pp. 51, 65; T4, pp. 145, 161; Gr 2: Th 2, pp. T34, T115; T3, pp. T190, T191; Th 5, pp. T73;</td>
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<td>Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117; Gr 3: Th 2, pp. 213D–213E; Gr 4: Th 1, pp. 79D–79E;</td>
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<tr>
<td><strong>Long e (including ee, ea, y)</strong></td>
<td>Gr 1: Th 6, p. 189, 195; Th 9, pp. 275, 281;</td>
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<td>Gr 2: Th 2, pp. 51, 65; Th 3, p. 113; Th 5, p. 191;</td>
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<td>Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117;</td>
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<td>Gr 5: Th 3, p. 107; Gr 6: Th 2, p. 85</td>
<td>Gr 6: Th 1, pp. 930, 710–71E</td>
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<tr>
<td><strong>Long u</strong></td>
<td>Gr 2: Th 2, pp. 51, 65; Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117; Gr 5: Th 3, p. 107; Gr 6: Th 2, p. 85</td>
<td>Gr 2: Th 6, pp. T32–T33, T115; Gr 5: Th 2, pp. T34, T115;</td>
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<td>/ə/</td>
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<tr>
<td>/əʊ/ as in spoon, you, clue, stew</td>
<td>Gr 1: Th 7, pp. 231, 237; Gr 2: Th 6, pp. 199, 213;</td>
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<tr>
<td>/əʊ/ as in book</td>
<td>Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117;</td>
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<td>/ɔʊ/ as in spoon, you, clue, stew</td>
<td>Gr 1: Th 7, pp. 231, 237; Gr 2: Th 6, pp. 199, 213;</td>
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<td>/ɔʊ/ as in book</td>
<td>Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117;</td>
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<tr>
<td>r-Controlled Vowels or, ore</td>
<td>Gr 1: Th 10, p. 307; Gr 2: Th 4, pp. 125, 139;</td>
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<tr>
<td>r-Controlled Vowels or, ir, er</td>
<td>Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117;</td>
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<tr>
<td>r-Controlled Vowels or</td>
<td>Gr 5: Th 3, p. 107; Gr 6: Th 2, p. 85</td>
<td>Gr 1: Th 10, pp. T32–T33, T116; Gr 2: Th 4, pp. T34, T35, T161;</td>
</tr>
<tr>
<td>r-Controlled Vowels ar</td>
<td>Gr 1: Th 10, p. 313; Gr 3: Th 3, p. 117; Th 6, p. 223; Gr 4: Th 3, p. 117;</td>
<td></td>
</tr>
<tr>
<td>r-Controlled Vowels ar</td>
<td>Gr 5: Th 3, p. 107; Gr 6: Th 2, p. 85</td>
<td>Gr 1: Th 10, pp. T118, T161; Gr 2: Th 4, pp. T34, T35, T161;</td>
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</table>

Guide to Language Transfer Support
Writing Systems

The following general information describes basic features of some specific languages as a basis of comparison with the English writing system. Understanding these features of specific languages will help in providing guidance when teaching concepts of print and other writing conventions to English language learners.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
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</table>
| Arabic   | • Arabic does not use the Roman alphabet, as English does.
• The Arabic writing system is a cursive system, running from right to left. (The right-to-left orientation may lead learners of English to misread letters that mirror each other, such as b and d, p and q.)
• There is no uppercase and lowercase distinction (no equivalent to English capital and small letters).
• Only consonants and long vowels are written in Arabic.
• Punctuation in Arabic is now similar to punctuation in English, although the use of periods and commas in Arabic is much freer. |
| Khmer    | • Khmer does not use the Roman alphabet, as English does.
• There may be more than one way to write a particular sound in Khmer. (It is like English in this way: the English words fish, ocean, and nation all contain the sh sound.)
• Symbols and words are written from left to right.
• The left-to-right order of symbols in a written word is not always in the same order in which the sounds are pronounced.
• There is no uppercase and lowercase distinction (no equivalent to English capital and small letters). |
| Chinese  | The Chinese writing system is non-alphabetic; it does not use symbols to represent sounds. Rather, it uses a system of characters, each of which represents the meaning of a word. |
| Hmong    | Hmong uses the Roman alphabet, as does English. There was no written form of Hmong until the mid-1900s, and many variations of the written language have since been developed. |
| Russian  | • Russian uses the Cyrillic alphabet, not the Roman alphabet used in English.
• Some letters of the Cyrillic alphabet are written like letters of the Roman alphabet, but they may be pronounced differently than in English.
• Russian punctuation marks and the rules governing their use are similar to those of English. (There are differences in quotation marks and in the use of commas.) |
| Spanish  | • Spanish uses the Roman alphabet, as does English.
• Spelling and pronunciation are very closely and simply related in Spanish, unlike in English.
• Spanish punctuation marks and the rules governing their use are similar to those of English. (There are differences in the following: the use of inverted question marks at the beginning of questions and the use of inverted exclamation points at the beginning of exclamations.) |
| Vietnamese | • Modern Vietnamese uses the Roman alphabet, as does English, but with diacritics (five marks, similar to accent marks and dots, which indicate the tone of a word).
• Modern Vietnamese spelling is entirely phonetic, unlike English.
• Punctuation marks and the rules governing their use differ somewhat from those of English; they also tend to be given less importance in Vietnamese. |