

# RESOURCE 4.5 FOR TEACHERS OF MULTILINGUAL LEARNERS

## An Inventory of Receptive Language Activities

Based on classroom observation over time (e.g., a quarterly basis), check those receptive language activities (mainly listening, reading, viewing) in which the multilingual learner has engaged and note the language(s) of interaction.

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Language(s) \_\_\_\_\_

The student can:

- follow oral directions
- follow written instructions
- sequence pictures, sentences, or paragraphs
- identify information in graphs or tables
- locate information in source materials
- draw figures or charts based on oral or written instructions
- illustrate or highlight segments of oral or written narratives
- construct content models from oral or written instructions
- respond to podcasts or watch videos/online presentations
- match central ideas of text to information in other modes: visual, digital, or oral text.

When interacting with peers, the student can:

- engage in literacy tasks with different partners
- follow oral directions or instructions
- co-construct content models, figures, or tables from videos supplemented with text
- categorize, sort, or sequence visual, graphic, or digital information.

In small group activities, the student can:

- listen actively during book talks or oral readings
- participate in dramatizations or re-enactments of text

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- select and investigate topics of interest
- share a computer screen remotely or other digital devices to seek answers to burning questions
- produce murals or depictions of abstract constructs (e.g., social justice, democracy).