

RESOURCE 4.7 FOR TEACHERS OF MULTILINGUAL LEARNERS

An Inventory of Activities for Speaking, Writing, and Illustrating

Name of Student: _____ Date: _____

Language(s) _____

Based on classroom observation over time (e.g., a quarterly basis), check those productive language activities in which the multilingual learner has engaged and note the language(s) of interaction, including translanguaging.

The student can:

- defend the order of pictures, sentences, or paragraphs
- interpret and relate information in graphs or tables
- name evidence in source materials
- describe data in figures, charts, or graphs
- recount narratives or personal experiences
- explain the relationship among concepts and ideas
- take notes or outline text in the language of choice
- apply disciplinary practices to real-life experiences in journal entries or learning logs.

When interacting with peers, the student can:

- dialogue on a topic of mutual interest or explain how to solve a problem
- engage in two-way tasks where each partner alternates turns
- create or play board or video games
- formulate and/or conduct surveys or interviews
- co-construct models or complete graphic organizers
- ask and answer questions of interest
- offer feedback during peer assessment based on preset descriptors
- brainstorm ideas in their language(s) of choice
- give feedback on performance tasks, e.g., descriptions, stories, poetry, reports.

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When discussing or acting out in small groups, the student can:

- contribute to book talks
- recast ideas in literature circles
- debate or critique issues
- participate in dramatizations
- re-enact historical or literary events.

When presenting in front of a whole group, the student can:

- speak spontaneously on familiar topics
- give prepared speeches or talks
- create an action plan based on research
- produce and deliver multimedia presentations
- share, recount, or add information
- retell or summarize experiences.