

The image features a dark teal background with a subtle, scattered pattern of small white dots, resembling a starry sky. In the center, there is a large, circular, textured brushstroke graphic in a slightly lighter shade of teal. Overlaid on this brushstroke is the word "Recommendations" in a white, handwritten-style font.

# Recommendations

# FOCUS ON: SEMANTICS, SYNTAX, & PRAGMATICS

Danny is a very passionate writer and storyteller. I strongly agree that this must be acknowledged and incorporated as a means to support the development of her language acquisition.

To help support within her storytelling & narrative works:

- Encourage practice with dictation, the process of writing down what someone else says
- Reinforce the use of using a sentence outline that has filled in the blank options
- Narrative writing supports to help brainstorm and focus on a theme

## Focus on: Phonology and Morphology

# Narrative Story Techniques:



- To help Danny focus on her thoughts when creating a story, using narrative story techniques can help support what story she wants to tell.
- For example, we can use the 'picture' explaining story, where Danny can talk about a 'picture' she would like to share with others.
- Prompting questions can be like, "Who is in the picture?" "Where has this picture been taken?" "Why is this picture important to you?"
- By creating guiding questions, this can help Danny focus on using clear and straightforward thoughts for her to be descriptive of what she is trying to tell so we can visualize it as a whole.



## Focus on: Syntax & Pragmatics

### Sentence Outline:

- To help support Danny in narrative work/storytelling, we can focus on letting Danny rehearse what she is writing out loud, while we can highlight sentence structures that seems overly wordy.
- We can use that to help her better understand what she is trying to say without simplifying her sentences.
- Creating a sentence outline that has filled in the blank options, I believe this can help support Danny's writing skills without simplifying her sentences.

**Example:** When I was watching Attack on Titans with my sister my mom joined us.  
When we were rewatching Attack on Titans, my dad joined us. It became a tradition.

WHEN I STARTED watching Attack on Titans, IT WAS JUST with my sister and my mom.  
AS WE CONTINUE watching Attack on Titans, my dad joined us. It became a tradition.

# Focus on: Syntax

## Self-checklist (Writing):



- Creating a checklist of an idea she wants to talk about.
- If she is referring to “Naruto is from the Devil” story, she can list specific details in that checklist to help her prove the point of the given story topic she is talking about.
- This can lead to her writing her first draft of her story, which she can continue to edit until she has the final draft to be presented.
- I would also recommend a “self-editing” checklist to make sure she is keeping herself in track in what she is trying to prove when writing a story.

**Self-Editing Checklist**

**GRAMMAR**

- Subject-verb agreement
- No fragment and run-on sentences
- Pronoun-antecedent agreement
- Active voice prevails in the paper
- No exclamation marks
- Sentences have proper length

**FORMATTING**

- Paper has separate introduction, body paragraph(s) & conclusion
- 1 paragraph = 1 idea
- Each paragraph is fully developed
- Quotes & paraphrasings are properly cited
- Direct quotes are in quotation marks
- Long quotes follow a block quote format

**CAPITALIZATION**

- Proper nouns start with capital letters
- All paper headings have correct capitalization
- Sentences begin with a capital letter
- Essay title capitalized following required format
- Articles & coordinating conjunctions begin with lowercase letters

**PUNCTUATION**

- Commas are properly used to set off listed items
- Oxford comma is in place
- Every sentence ends with punctuation mark
- Colons & semicolons are correctly used
- In compound sentences, commas are before conjunctions

**SPELLING**

- Words highlighted by a spell check are reviewed and corrected
- Commonly mixed word pairs (there-they, its-it's) are spelled correctly

**Narrative Writing Checklist**

**Introduction**

1. Did you use 2 to 3 sentences to introduce the topic?
2. Did you introduce your topic with supporting details?
3. Do your supporting details completely relate to the topic?
4. Is your topic stated clearly?
5. Is your introductory paragraph catchy and does it engage the reader?

**Body:**

1. Do you have a paragraph for each of your 3-5 details?
2. Is each detail clearly stated at the beginning of each paragraph?
3. Did you back up each detail with facts?
4. Is it effectively organized?
5. Did you include closing remarks at the end of each paragraph and lead into the next paragraph?

**Conclusion**

1. Did you re-state your topic idea?
2. Did you finish with an ending that leaves the reader satisfied?
3. Did you summarize the previous paragraphs?

**Overall:**

1. Is your narrative interesting and well focused?
2. Did you use strong, supporting and relevant details?
3. Do all your paragraphs relate well to your topic?
4. Have you really captured your reader's interest?
5. Have you left your readers satisfied?

# Focus on: Phonology and Morphology

## Dictation:

- Danny would benefit from practicing dictation, the process of writing down what someone else said.
- This will help focus on and watch as an adult writes using many conventions of writing such as punctuation, paragraph formatting, etc.
- A teacher can model listening to sound and writing the associated letter/word.
- Danny always observes how her peers publicly speak when presenting. Using this activity can help her edit her work.

## Activities:

### **Correct the Mistake**

- Give a standard dictation but deliberately throw some mistakes into your text, for example, wrong articles, badly conjugated verbs, etc.
- This can help Danny spot and correct any mistakes they hear.
- She can then compare and discuss their corrections with their a peer or the teacher before taking feedback from the class.

### **Student Controlled Dictation**

- Instead of dictating live in front of the class, the teacher could record the text and give it to Danny as a sound file for them to transcribe at their own pace.
- The benefit of this activity is that Danny can work at their own pace and replay the file as often as needed.



## Focus on: Phonology & Morphology

# Vowel Pronunciation & Comparing sounds:



- As a way to support Danny with her speaking, I would recommend supporting her with targeted practice in vowel pronunciation.
- Since vowels have multiple sounds in English that differ from Spanish, this can be an ongoing process, but one that would be beneficial to Danny.
- Danny might also benefit from having the similarities and differences between Spanish and English grammar explained to her as they can be confusing and until she internalizes the differences, having that explicitly taught could be helpful. For example words like en in Spanish, translate to in and on in English.