How to Use the SEL Linguistic Screener

Background

The SEL Linguistic Screener is an informal teacher observation tool that is used by the Academic English Mastery Program to identify the use of home language by students. The Screener does not contain an exhaustive list of home language features but it does list high-frequency features that are often found in the speech or writing of SELs in Los Angeles. It is very natural for each Standard English Learner to exhibit the use of different features to varying degrees. The purpose of the screener is to identify the presence of home language fluency which signals that a student would particularly benefit from Mainstream English Language Development.

How to use the SEL Linguistic Screener

For students in K-2, administer the Individual Sentence Retelling.

Students in grades 3-12 can be administered Whole Group Dictation tests.

Individual Sentence Retelling (K-12)

Directions: Read the sentence aloud to your student. Have the student repeat the sentence to you orally. If the student repeats the sentence using the Home Language feature listed in the **Possible Responses**, check the box. This highlights which linguistic feature was used for the purposes of strategic language instruction.

Oral Retelling Sample:

Standard English	Possible (AAL) Responses	Linguistic Features (Explicit)	✔
1. She spent 35 cent<u>s</u>.	35 cent	Plural Marker	

➢ **The teacher reads:** "She spent thirty-five cen**ts**." aloud.
  o **The student orally repeats:** "She spent thirty-five cen**ts**."
  *No checkmark is made because the student reproduced the plural marker /_s/.

Whole Group Dictation Test (Grades 3 - 12)

Directions: Read each sentence aloud to your students. Have the students write down each sentence as it is read. You may repeat the sentences **1 time** for the students. (You may choose to administer the Dictation Test over the course of multiple days if needed.) Review each dictation test to identify the use of Home Language features. Check the box and highlight which linguistic feature was used for the purposes of strategic language instruction.

Dictation Sample:

Standard English	Possible MxAL Responses	Linguistic Features (Explicit)	✔
8. She ru<u>ns</u> everyday.	run	Third Person Singular	✔

➢ **The teacher reads**: "She ru**ns** every day" aloud.
  o The **student writes**: "She ru**n** every day."
  *The checkmark is made to identify Home Language linguistic features that require targeted language support.

Screening Tool for Identifying the Use of African-American (AAL) Linguistic Features

Student's Name _____   **Grade/ Subject**_____

Standard English	Possible (AAL) Responses	Linguistic Features (Explicit)	✔
1. She spent 35 cent**s**.	**35 cent**	Plural Marker	
2. Ca**r**ol is my sist**er**.	**C'al, sista**	The /R/ Sound	
3. Ashanti has **an** umbrella.	**a umbrella**	Indefinite Article	
4. He drove **himself** to the hospital.	**hisself**	Reflexive Pronoun	
5. We **were** in the classroom.	**was**	Past Tense Auxiliary Verb	
6. The cat **is** in the tree.	**The cat in the tree.**	Copula (linking) Verb	
7. I put my te**st** on the de**sk**.	**tes, des**	Consonant Cluster	
8. Miles swim**s** everyday.	**swim**	Third Person Singular	
9. It's co**ld**.	**col**	Consonant Cluster and /L/ Sound	
10. He **doesn't** have **any** friends.	**don't, no**	Multiple Negation	
11. There he **is**.	**go**	Use of "go" as copula verb	
12. My tee**th** hurt.	**teef**	"th/f" sound	
13. My mother is **usually** at home.	**be**	Habitual be—meaning customarily	
14. That's Carl**a's** car.	**Carla**	Possessive Marker	
15. I see **those** children.	**them or dem**	Demonstrative Pronoun	
16. My mother cook**ed** dinner last night.	**cook**	Past Tense Marker "ed"	
17. She uses a p**e**n to write.	**pin**	Vowel Pairs / Homophones /e/ /i/	
18. They are runn**ing** very fast.	**runnin**	Inflectional Ending "ing"	
19. She stayed at a ho**tel**.	**ho**tel	Syllable Stress Patterns	
20. I'm **going** to wash the car.	**I'm gonna**	First Person Future	
21. I won a **million** in the lottery.	**miyon**	The /L/ sound when it precedes th /w/, /j/, or /r/ sounds	

Screening Tool for Identifying the Use of Mexican-American (MxAL) Linguistic Features

Student's Name _____ Grade/ Subject_____

	Standard English	Possible (MxAL) Responses	Linguistic Features (Explicit)	✔
1.	Don't be bad.	Doont be baaad.	Circumflex Intonation (sing-song musical intonation)	
2.	She has **an** umbrella.	a	Indefinite Article	
3.	Do you have a p**e**n?	pin	Vowel Pairs/ Homophones	
4.	We **were** driving down the street.	was	Past Tense Auxiliary Verb	
5.	Miguel wore a **wh**ite hat.	hwite	Breath "h" Sound	
6.	He **doesn't** have **any** friends.	don't, no	Multiple Negation	
7.	My brother **is** going to the movies.	he's	Topicalization	
8.	She run**s** everyday.	run	Third Person Singular	
9.	She does**n't** min**d** if you talk.	don', mine	Consonant Clusters	
10.	Alex is sitting **on** the couch.	in	Prepositional Variation	
11.	Yesterday, he start**ed** selling newspapers.	start	Past Tense Marker	
12.	The Pharaohs were the kings **of** Egypt.	in	Prepositional Variation	
13.	Rai**s**e the flag!	race	"Z" Sound	
14.	The firemen saved many li**v**es.	lifes	"V" Sound	
15.	This game is new, it **just** came out.	barely	Lexical Item "barely' replaces the colloquial use of <u>timeliness or scarcity</u>.	
16.	**The** apple.	thuh	Pronunciation of "the" as "<u>thee</u>" before a word that starts with a vowel	
17.	He jump**s** rope to get into shape.	jump	Third Person Singular	
18.	There's a big tree with leaves on **it**.	them	Prepositional Variation	
19.	**He** is washing **his** hair.	…is washing the hair	Pronoun Usage	

Student's Name _____   Grade/ Subject_____

Standard English	Possible (HAL) Responses	Linguistic Features (Explicit)	√
1. That is not my dog.	Dat dawg no mein	"th" sound	
2. What happened?		Falling Intonation Interrogative	
3. The program started on time.	Pograem	Consonant Cluster variation in "2 r" words	
4. My feet are hurting.	fit	Vowel Sounds	
5. The people were very excited about the election	Peepo or pipo	"L" sound in final Syllable is pronounced as "o" or "ol"	
6. Drink your milk.	meok	When "l" precedes another consonant it is pronounced as "o" or "u."	
7. Please open your dictionary.	dikshanaeri	Syllable Stress Patterns	
8. I want to buy a dog.	Ai laik buy wan dawg.	Indefinite Article, "a"	
9. I want to buy the dog.	Ai laik buy da dawg.	Definite Article, "the"	
10. Dogs are loyal, not like cats.	Dawg loyal, not laik kaet.	Linking Variable "are" and plural marker "s"	
11. He went over it.	Hi wen ova da kine	Multi-functional Word "Da Kine"	
12. Who did that?	Who wen do dat?	Past Tense Marker	
13. I used to play football.	Ai yustu plei futbawl.	Future Marker	
14. The child cried.	Da child wen cry.	Past Tense Marker	
15. They cut down all of the trees that didn't give good fruit.	All da trees dat no give good kine fruit, dey cut um down.	Multi-functional Word "Da Kine"	
16. letter, car	letta, cah	"r" sound after a vowel	
17. Now you're talking.	Now u talkin	"to be" Copula Verb	
18. How are you?	How u stay? Howzit?	When the verb "to be" refers to a state or location, the word "stay" is used.	
19. The lady is going to do a lot of good things for them.	Da lady goin do plenny good kine stuff fo dem.	Future Tense (going)	
20. He never liked that.	Hi neva laik dat.	Past Tense Negative, the usage of "neva"(never).	