Name: Judith Araujo Date: June 5, 2014 Grade Level: Grade 2 Remedial Reading Group (I am a Reading Specialist ~ my role is to teach decoding and reading comprehension strategies to small groups 4-5x/wk for 30 minute sessions.)

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Reading | | | | | | | 4 of students in my class, of which 3 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  Y.M.: (USA) Fluent in Arabic, but not literate in Arabic. Moved to the USA (from Egypt) at the age of 4. Struggling in all academic areas other than decoding; being referred for an evaluation.  J.R.: (USA) Fluent in Spanish, but not literate in Spanish. Parents are from Guatemala, but he was born and raised in the USA.  A.D.: (France) Fluent in French, but not literate in French. Parents are from France, but he was born and raised in the USA. Struggling in all academic areas other than decoding; being referred for an evaluation. | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: WIDA ACCESS Spring 2013[[1]](#footnote-1)  *See WIDA “Can Do” descriptors[[2]](#footnote-2) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Y.M. | | | | | | | | | 4.8 | | 3 | 3.7 | 5 | 3.4 | 4.2 | 4.9 | 3.7 |
| J.R. | | | | | | | | | 5 | | 3.1 | 4.2 | 5 | 3.6 | 4.5 | 5 | 3.8 |
| A.D. | | | | | | | | | 2.0 | | 2.5 | 3.0 | 3.0 | 2.0 | 2.5 | 2.0 | 2.5 |
|  | | | | | | | | |  | |  |  |  |  |  |  |  |
| Other support services that my ELLs receive:  Y.M.: Daily ESL 4x/30, Remedial Reading 4x/wk; is being evaluated for special education  J.R.: Daily ESL 4x/30, Remedial Reading 4x/wk  A.D.: Daily ESL 4x/30, Remedial Reading 4x/wk, is being evaluated for special education | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  RI. 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. *(The purpose of this text is to inform, describe 3 experiments, and answer the question: Do dolphins talk to each other?)* | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT demonstrate understanding of the 3 experiments in *The Story of Doris and Buzz, the Dolphins Who Talked to Each Other* by Margaret Davidson. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  **SWBAT describe the final dolphin experiment using *first, next, then,* and *finally* sentence frames with word bank.**  **Language Objectives Differentiation for Proficiency Levels:**  WIDA 2: SWBAT describe the final experiment using visuals, sentence frames, and word bank.  First, a wooden wall is across the \_\_\_\_\_\_\_\_\_.  Next, only Doris sees the \_\_\_\_\_\_\_\_\_\_\_.  Then, Doris \_\_\_\_\_\_\_\_\_\_ to Buzz.  Finally, Buzz presses the correct \_\_\_\_\_\_\_\_\_\_\_\_.  tank headlight whistles button  WIDA 4: SWBAT produce sentences about the experiment using visuals and sentence frames.  First, the \_\_\_\_\_\_\_\_\_\_\_\_\_ put a wooden wall across the \_\_\_\_\_\_\_\_\_\_\_.  Next, only Doris saw the \_\_\_\_\_\_\_\_\_\_\_\_.  Then, Doris \_\_\_\_\_\_\_\_\_\_\_\_\_ to Buzz by \_\_\_\_\_\_\_\_\_\_\_.  Finally, Buzz pressed his \_\_\_\_\_\_\_\_\_\_ first with his \_\_\_\_\_\_\_\_\_\_\_\_.  tank scientist headlight signaled whistling button snout  WIDA 5: SWBAT explain experiment using connected sentences and paragraph frame.  First, the \_\_\_\_\_\_\_\_\_ put a wooden wall across the \_\_\_\_\_\_\_. Doris and Buzz could not see each other. Next, only Doris saw the \_\_\_\_\_\_\_\_\_\_, but Doris had to wait for Buzz to push the correct \_\_\_\_\_\_ first. Then, when Doris saw the headlight, she swam to the wall to \_\_\_\_\_\_\_\_\_to Buzz by \_\_\_\_\_\_\_\_\_\_\_. Finally, Buzz pressed the correct button with his \_\_\_\_\_\_\_\_\_. A \_\_\_\_\_\_\_\_ light means to press the right button. A \_\_\_\_\_\_ light means to press the left button. This happened many times. The final \_\_\_\_\_\_\_\_\_\_\_\_ proved that dolphins do talk to each other.  button experiment whistling signal headlight tank scientist snout steady blinking | | | | | | | | | | | | | | | |
| Mentor Text or Source:  Grade 3 MCAS practice test *The Story of Doris and Buzz the Dolphins Who Talked to Each Other* by Margaret Davidson. | | | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-3)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  tank  scientist (science is a French cognate and ciencia is a Spanish cognate)  buttons  snout | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  signal\*  whistled\*  blinking\*  steady\* | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  headlight  experiment (Spanish cognate experimento) | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Content Background Knowledge: The students have been in the Waltham Public Schools since September or even longer. They have all been in science class studying sea creatures, so they are familiar with dolphins. They need to know what an experiment is, and why experiments are performed. The students are familiar with reading nonfiction; they know they are reading it slower to get information. They need to know the Tier 1, 2, and 3 words that I have outlined.  Language Skills: First students will need to make a prediction; we always read for a purpose to confirm or revise our predictions. Students will need to visualize as they read, as this is a pictureless text. They will need to sequence the experiments with the words: first, next, then, finally. They have done this many times during the reading support group. They will be writing about the third experiment using sentence frames. They have worked with sentence frames before. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| **Assessment will be both informal and formal:**  I will listen in to voices during the choral reading. (informal) I will listen for participation.  I will listen in to partner reading and checking for understanding. (informal) I will prompt when necessary.  I will listen in to turn and talk during my think alouds. (informal) I will prompt when necessary.  I will formally assess students on the writing portion. (formal) The Tier 1, 2, and 3 words are included in the word banks. | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | Speaking | Writing | Listening | Reading | |
| 10 min.   * Review Content and Language objectives with students. * **Activate background knowledge** on dolphins. What do we know about dolphins? Write down what students say. Show a picture of a dolphin from Google Images. Tell the students that dolphins are very intelligent. Explain the term *intelligent*. We will be reading a short story about 3 experiments involving dolphins, to see if dolphins talk to each other. Let’s make a prediction ~ do you think dolphins talk to each other? Write predictions on board. * **Show visuals (photos)** of underlined Tier 1 and 3 words from Google Images. Have these printed out and labeled. Discuss how they fit in with the dolphin experiments. * **Demonstrate** with a flashlight a blinking light and a steady light. Label these on board. * Introduce the new Tier 2 words using **7-Steps Vocabulary method. (This is not being counted as one of my core strategies so I did not write it out.)** | | |  |  |  |  | | *How does this strategy connect my content and language objectives?*  My first steps of **activating background knowledge** and teaching new words connects to my content and language objectives. First, activating prior knowledge is critical for comprehension. If the learner is familiar with the intended topic, then comprehension breakdown can be avoided. Teachers must explicitly link what the student already knows to what is going to be taught.  Teaching new terms connects to my objectives as students will need to understand the new vocabulary in order to comprehend the text. The **7-Steps method** has the student use the terms in sentences which confirms if they truly understand the word(s). (Per the Chapter 6 article, the steps are written out on a poster board so the students know the routine.)  I am promoting language development by activating background knowledge and explicitly teaching new words.  *How does this strategy facilitate my students’ ability to access the content?*  I used **visual scaffolding** ~ photos of tank, scientist, buttons, headlight, and snout of a dolphin, and these were labeled, displayed, and discussed with the students to make the content accessible. Blinking was demonstrated by flicking a flashlight on and off, and steady was demonstrated by keeping the flashlight on. Other words were taught via the 7-Steps. In order to demonstrate understanding of the pictureless text, and summarize the 3 experiments, the students must understand the new words. They can focus on overall comprehension rather than decoding or figuring out words at the word level.Visual scaffolding encourages active involvement from all students. Using methods and resources that add context to English, such as props, gestures and pictures, contributes to language acquisition and ultimately to the production of new language. Diaz-Rico and Weed, and Ovando, Collier, and Combs, believe that teachers who constantly use scaffolding strategies, including visuals and graphics, to assist English learners in multiple areas of learning, are supporting their students in making significant achievements in comprehension of both academic English and curriculum content. Herrell, A. L., & Jordan, M. (2012). *50 strategies for teaching English language learners* (4th ed.). Columbus: Pearson.  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  The students will need the new terms in order to comprehend the text, and to write about the text. We made a prediction, if the experiment will prove if dolphins can talk or not. Students are reading to confirm or revise their predictions, so they are reading with a purpose. This builds essential knowledge as experiments have a hypothesis.  *How does this strategy provide comprehensible input for my students?*  By using visual cues, students enhance their knowledge of English. I provided relevant background knowledge and content. I explained new words and the topic of the story several times. The students will need these new words in order to talk about and write about the experiments. I incorporated speaking and listening. Key vocabulary is emphasized and presented in context. The number of vocabulary items is limited so not to be too overwhelming. | | | | | | | | | |
| 5 min. **Choral Read passage** | | |  |  |  |  | | **Choral Reading** ~  *How does this strategy connect my content and language objectives?*  The story has to be read in order to meet the content and language objectives. Choral reading gives everyone a chance to participate and read the text. I am promoting language development through the domain of reading.  *How does this strategy facilitate my students’ ability to access the content?*  The new words that were introduced are now in context. We are chorally reading the text so the students can comprehend the story. The affective filter is lowered; no one is put on the spot.  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  The affective filter is lowered. The students are reading it with the teacher’s voice, and can determine the pronunciation of the words, when to stop and think about key ideas, and how the new vocabulary is interrelated. By reading it together, they can hear correct English and the correct phrasing of the story. When they read with a partner, they can then better reproduce the story orally.  *How does this strategy provide comprehensible input for my students?*  Choral reading gets the students familiar with the story while lowering the affective filter. Choral reading can assist in appreciation for literature, improved diction, increased interest in and enjoyment of reading, improved self-confidence, increased fluency and expanded vocabulary (McCauley & McCauley, 1992 ~ <http://prezi.com/puxic0fvxhvt/choral-reading/>). McCauley and McCauley also state that choral reading helps with correct English pronunciation, rhythm, pitch, tone and volume. Choral reading helps to improve reading rate, expression, and comprehension for ELLs (see website above). The biggest bonus is that children whose first language is not English are able to read choral reading selections with little difficulty. A variable that affects a child’s acquisition of a second language is comprehensible input. “Acquisition of a second language is brought about when learners understand the message that is being spoken and when this input contains some language that is a little beyond them” (Krashen, 1983). | | | | | | | | | |
| 10 min. **Think Aloud (Reading Strategy)** ~ Teacher slowly and deliberately rereads just the 3 paragraphs involving the 3 experiments. She uses teacher prepared paper cut-outs of dolphins, buttons, headlight, straight yellow lines to demonstrate steady light, cut up yellow lines to demonstrate blinking light, and a cut-out of a wooden board. As she reads, she acts out the experiments with the cut-outs. These are displayed for the students to refer back to.  During the Think Aloud, **Turn and Talk** is embedded. Students turn and talk to a partner describing each experiment using first, next, then, finally. | | |  |  |  |  | | *How does this strategy connect my content and language objectives?*  This is a pictureless text. I demonstrated the 3 experiments with manipulatives that I created to help the students visualize the 3 experiments. The students will be responsible for writing about the final experiment; I modeled it. I am promoting language development through the domains of listening and read aloud as the students followed along. A quote I got from this website states: (http://www.ascd.org/publications/books/108002/chapters/Research-Based\_Practices\_for\_English\_Language\_Learners.aspx) *Explicit instruction refers to task-specific, teacher-led instruction that overtly demonstrates how to complete a task and can be used to teach students both basic and higher-order reading skills. Elements of explicit teaching include setting and articulating learning goals, illustrating or modeling how to complete a task, and assessing student understanding and ability to complete the task independently (Tikunoff, 1983). The routines and consistent language used in explicit teaching provide ELLs clear, specific, and easy-to-follow procedures as they learn not only a new skill or strategy but also the language associated with it (Calderon, Hertz-Lazarowitz, & Slavin, 1996; Edelsky et al., 1993; Hernandez, 1991; Muniz-Swicegood, 1994; Saunders et al., 1996).* The think aloud strategy that I did does just that: explicitly demonstrating the experiments using visuals.  *How does this strategy facilitate my students’ ability to access the content?*  Think alouds slow the reading process down and allows students the time to monitor their comprehension. There are no pictures in this text, which makes reading it a challenge even for native English struggling readers. The cut-outs I’ve created help the students match words to visuals. I am modeling how I think about the text, making the words come alive through the cut-out demonstration. Visualizing as a reading strategy is emphasized.  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  I actually modeled how I slowed my reading down as that is what one does when reading nonfiction. I showed visuals of what was happening in the story, to teach the children that they can sketch out written words when confused. These will be displayed to help with their writing.  *How does this strategy provide comprehensible input for my students?* Good readers visualize what they read. I am modeling visualizing as a reading strategy. I am incorporating reading (the students are following along) and listening with visuals.  **\*\*\*\*Turn and Talk encourages oral interaction!\*\*\*\*** The words first, next, then, and finally are displayed on the board as reminders. | | | | | | | | | |
| 10 min. **Partner Rereading with Checking for Understanding** | | |  |  |  |  | | **Partner Rereading** ~ Check for understanding after each paragraph by stating who/what.  *How does this strategy connect my content and language objectives?*  Students are already familiar with the story as they read it chorally, and the teacher reread it, using a think aloud strategy while illustrating the 3 experiments. Schreiber (1980) believes the real benefit of repeated reading may be the child’s ability to “recognize what kind of syntactic phrasing is necessary in order to make sense of the passage” (Woolfield, 2004, p. 284). Repetition helps children to grasp the rhythm, pitch, volume, and tone of English.  *How does this strategy facilitate my students’ ability to access the content?*  This is the third exposure to the text. The students are working with a partner to determine who/what each paragraph is about. I paired them with a stronger reader. Reading with a partner gives them practice using English in a low anxiety atmosphere. The students support each other’s understanding by stating who/what each paragraph is about. According the ascd website listed below, *“Student understanding of new concepts may be enhanced through instruction that uses routines, embeds redundancy in lessons, provides explicit discussion of vocabulary and structure, and teaches students metacognitive skills (August & Hakuta, 1997). Although not specific to reading instruction, these practices can be used in the teaching of reading. More recently, an observational study conducted in 20 classrooms serving English language learners from 10 language groups identified a variety of reading instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?* Multiple exposures to a text is essential. Active participation by students during teacher read-alouds contributes to vocabulary growth. For example, open-ended questions and multiple exposures to words during shared reading facilitate students ' production of those words (Robbins & Ehri, 1994; Cunningham, 2005). Students need to start to comprehend pictureless texts. This is a short text, so it is less overwhelming. The visuals on the board can make the who/what more accessible.  *How does this strategy provide comprehensible input for my students?*  Partner reading keeps the students engaged. I am integrating reading, listening, and speaking when assigning partner reading ~ the students must say who/what each paragraph is about. They can look at the board for the magnetized examples of the experiments. | | | | | | | | | |
| 10 min. **Sentence/Paragraph Frames (Vocabulary Strategy being used as a Writing Strategy)** | | |  |  |  |  | | **Sentence/Paragraph Frames** ~ Directly links to language objective. Frames are broken down by WIDA level.  *How does this strategy connect my content and language objectives?* My content and language objectives are to demonstrate understanding by summarizing the third (and final) dolphin experiment. This is when I will formally assess the students. I activated their prior knowledge, they learned the new words, we choral read the text, I did a think aloud modeling the experiments, they partner read the text, answering who/what after each paragraph. Now is the time that they show what they know. I am promoting language development through scaffolding the writing. In the Donnelly article, it said *one way to use structured language practice is to introduce and practice content vocabulary and language functions or structures. Knowing how to include explicit ELD in content area instruction will not only enhance students’ comprehension but also build necessary language skills and vocabulary to increase students’ content knowledge.*  *How does this strategy facilitate my students’ ability to access the content?* They have had several interactions with the new vocabulary and story up until now. My visuals on the board help to access the content, as well as the sentence frames/paragraph frame and word banks. Vocabulary instruction needs to be explicitly taught before, dur ing, and after reading to help ELLs catch up with the words they are missing (Calderon et al.. 2005; Calderon & Minaya-Rowe,2003).  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  The writing is structured. There are labeled pictures on the board to refer to. The students are writing with supports. I differentiated the writing based on WIDA levels. Enough background knowledge was given to be successful with this task.  *How does this strategy provide comprehensible input for my students?*  I made the explanation of the task clear using step-by-step frames with visuals. I used a variety of techniques to make content concepts clear ~ activating background knowledge, explicitly teaching new words with labels and visuals, setting a purpose for reading, choral reading, think aloud with a demonstration, partner rereading. I focused attention on the most important information. I introduced new learning in context. I helped the students learn strategies such as predicting, visualizing and summarizing. | | | | | | | | | |
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| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  Homework: (Worksheet)  Students will take the passage home, and summarize the first two experiments. This extra practice will reinforce the content and the language objectives around describing using first, next, then, and last.  They will bring home today’s corrected sentence frames to refer to. They will complete the following frames:  First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  WORD BANK: Doris, Buzz, buttons, headlight, signal  We will continue to read pictureless text, and sketch to visualize. We will summarize based on our sketches. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

* My Content and Language Objectives support each other.
* I differentiated my language objectives to accommodate my students’ proficiency levels.
* I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.
* I chose activities that integrate speaking, writing, reading, and listening to the extent possible.
* I differentiated my assessment to accommodate my students’ proficiency levels.
* My assessment reflects the targeted language from my lesson’s mentor text or source.

BIBLIOGRAPHY:

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  + Donnelly, Whitney Bray. *Using Sentence Frames* ***to Develop Academic Vocabulary for English Learners.***  The Reading Teacher. Vol. 64, No. 2 October 2010.
  + Herrell, A. L., & Jordan, M. (2012). *50 strategies for teaching English language learners* (4th ed.). Columbus: Pearson.
* <http://www.jstor.org/discover/10.2307/20200914?uid=3739696&uid=2&uid=4&uid=3739256&sid=21104082805127> (Krashen quote)
* http://www.ascd.org/publications/books/108002/chapters/Research-Based\_Practices\_for\_English\_Language\_Learners.aspx
* http://ell.nwresd.org/node/127
* http://www.paperedu.org/docs/index-916.html
* http://www.everythingesl.net/inservices/using\_siop\_model\_08621.php.php
* <http://prezi.com/puxic0fvxhvt/choral-reading/>

THE STORY OF DORIS AND BUZZ,

the Dolphins Who Talked to Each Other

by Margaret Davidson

Dolphins make many kinds of sounds. They squeak, squawk, squeal, mew, rasp, click, and clack. When they are upset or excited they even yelp like dogs. Most of all they whistle.

But is this really *talking* — the way people talk? Are they really passing information to each other? Or are they only sharing simple feelings and fears — the way other animals like cats and dogs do?

A scientist named Dr. Jarvis Bastian decided to find out. He worked with two dolphins named Doris and Buzz in a tank at the University of California.

Dr. Bastian placed four buttons under water. Two buttons were for Doris. Two were for Buzz. Then he got an old auto headlight. This was his signal. Sometimes Dr. Bastian turned on the headlight and let it shine steadily. This meant “push the right-hand button.” Sometimes he let the headlight blink on and off. Then Doris and Buzz were supposed to push their left-hand button instead.

Before long Doris and Buzz learned to watch the light. They pushed down the correct button with their snouts. Then Dr. Bastian gave them their reward — a piece of fish.

He made the experiment harder. The dolphins still had to watch the headlight and push down the correct button. But now Doris had to wait. Buzz had to push his button down first. *Then* it was Doris’s turn. If she pushed her button first, neither dolphin got any fish. At first Doris and Buzz made a few mistakes. But soon they learned how to do this, too. Now it was time for the last and most important part of the experiment.

Dr. Bastian put a wooden wall across the pool. Doris and her two buttons were on one side of the wall. Buzz and his two buttons were on the other side. *But only Doris could see the headlight.* Only she could see if it was shining steadily, or blinking. Only she could see what the signal was. But Doris had to wait for Buzz to press his button before she could press hers.

What would the dolphins do? Dr. Bastian turned on the headlight and watched carefully. Doris stared at it. She looked at her buttons. Then she swam close to the wooden wall and began to whistle loudly. For a few seconds everything was quiet in the tank. Then Buzz whistled back and pressed down one of his buttons. It was the correct one. Now Doris could press her button, and both dolphins would get their fish.

Again and again Dr. Bastian turned on the headlight. Sometimes it blinked. Sometimes it shone with a steady light. Each time Doris would look — and whistle. Then Buzz would press down the correct button on his side of the wall.

Was Doris telling Buzz what to do? Or was he just guessing? If so, Dr. Bastian thought, then Buzz was a wonderful guesser. He was right almost every time.

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1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-1)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-2)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-3)