

Teacher Intervention Report

Name: Sample, Complete

Date of Birth: 07/05/2013

Age: 11 years, 10 months

Sex: Male

Date of Testing: 04/24/2025

School/Organization: Anywhere Middle School

Teacher/Department: Ms. Teacher

Grade: 6.8

ID: 12345

Examiners: Sarah Holman

EXAMINEE INFORMATION

Complete Sample is an 11-year-old student currently enrolled in Grade 6 at Anywhere Middle School. He has been enrolled in a bilingual program in English and Spanish for 6 years, 8 months. Previously, Complete was enrolled in a bilingual program in English and Spanish in the United States for 6 years, 8 months. He will be attending an English-only program.

LANGUAGE BACKGROUND INFORMATION

Information about Complete's language use was gathered from his Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Complete is a second-language learner of English. His native language is Spanish. Others in his home speak both Spanish and English. At home, Complete speaks primarily Spanish. With peers, Complete speaks primarily Spanish. At school, Complete speaks both Spanish and English.

TEST(S) ADMINISTERED

Complete was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 04/24/2025, he took English Form A of the WMLS III. On 04/24/2025, he took the Spanish form of the WMLS III.

Complete's performance on the English form of the tests is compared to the performance of English-speaking individuals of the same age. Complete's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals of the same age.

TEST SESSION OBSERVATIONS

Observations of Complete's behavior were made during the administration of the English WMLS III. He was cooperative throughout the examination. During the examination, he seemed attentive to the tasks. He appeared tense or worried at times.

Observations of Complete's behavior were made during the administration of the Spanish WMLS III. He was cooperative throughout the examination. During the examination, he seemed attentive to the tasks. He appeared at ease and comfortable.

TABLE OF SCORES*Woodcock-Muñoz Language Survey III, English Form A (Norms based on age 11-10)*

CLUSTER/Test	Language				
	AE	RPI	Proficiency Level	PR (95% Band)	SS (95% Band)
LISTENING (1,2)	7-3	39/90	Continuing Devt	1 (<1-7)	67 (57-77)
SPEAKING (3,4)	8-0	41/90	Continuing Devt	3 (<1-9)	71 (62-80)
BROAD ORAL LANG (1-4)	7-8	40/90	Continuing Devt	1 (<1-4)	67 (60-74)
BASIC ORAL LANG (1,3)	7-3	42/90	Continuing Devt	1 (<1-7)	67 (56-78)
APPD ORAL LANG (2,4)	7-11	38/90	Continuing Devt	2 (<1-8)	70 (61-79)
1. Analogies	6-9	32/90	Continuing Devt	1 (<1-9)	67 (53-80)
2. Oral Comprehension	7-7	46/90	Continuing Devt	4 (<1-20)	74 (61-87)
3. Picture Vocabulary	7-9	52/90	Emerging Prof	6 (<1-24)	77 (64-90)
4. Oral Lang Expression	8-3	30/90	Continuing Devt	2 (<1-10)	70 (59-81)

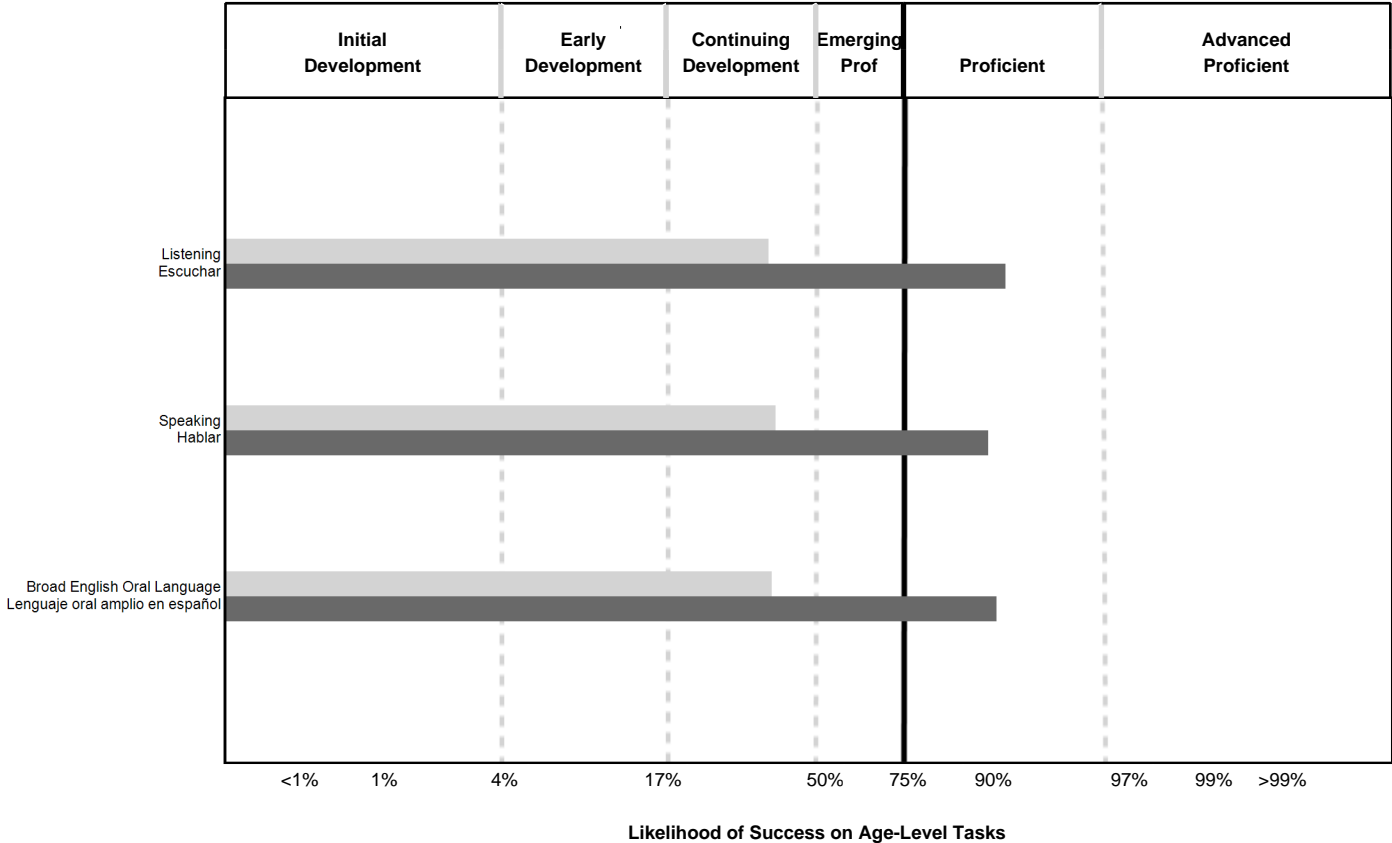
TABLE OF SCORES*Woodcock-Muñoz Language Survey III, Spanish (Norms based on age 11-10)*

CLUSTER/Test	Language				
	AE	RPI	Proficiency Level	PR (95% Band)	SS (95% Band)
ESCUCHAR (1,2)	11-11	90/90	Proficient	51 (23-78)	100 (89-112)
HABLAR (3,4)	11-6	88/90	Proficient	45 (23-69)	98 (89-107)
LENG ORAL AMPLIO (1-4)	11-8	89/90	Proficient	48 (29-67)	99 (92-106)
LENG ORAL BÁSICO (1,3)	11-9	90/90	Proficient	49 (22-76)	100 (89-111)
LENG ORAL APLIC (2,4)	11-7	89/90	Proficient	46 (24-70)	99 (89-108)
1. Analogías	11-1	87/90	Proficient	42 (14-76)	97 (84-110)
2. Comprensión oral	13-2	92/90	Proficient	59 (25-88)	104 (90-117)
3. Voc. sobre dibujos	12-6	92/90	Proficient	56 (25-83)	102 (90-114)
4. Expr. de leng/oral	11-0	84/90	Proficient	36 (13-65)	95 (83-106)

PLOT OF SCORES

Sample Complete, Age 11-10

Woodcock-Muñoz Language Survey III, English Form A
Woodcock-Muñoz Language Survey III, Spanish



Notes:

English: Spanish:

"Likelihood of Success on Age-Level Tasks" indicates the examinee's likelihood of success on tasks that typical age peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-age peers perform with 90% success.

LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context. Participation in the classroom may be minimal unless substantial instructional scaffolding is provided for all language and academic content. Scaffolding methods at this level may include Total Physical Response methods, "buddy system," visuals and realia, allowing drawing and pointing responses, the use of audio books with repetitive and predictive language, and instruction delivered using slower speech and simpler vocabulary.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues. Ability to participate in the classroom is increasing, but moderate to substantial instructional scaffolding is required for language and content learning. Scaffolding methods at this level may include Total Physical Response methods; visuals and realia; simplified language of the content learning; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing and speaking; accessing background knowledge to anchor the learning; content broken into manageable pieces (chunking); and instruction delivered using simplified vocabulary, rephrasing, and slower speech.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided. The individual can participate extensively in the classroom with moderate instructional scaffolding in language and academic content. Scaffolding methods at this level may include visual cues or realia; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing; background knowledge to anchor the learning; content broken into manageable pieces; and instruction through different modalities.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate

classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding. Scaffolding methods may include background knowledge to anchor learning, content broken into manageable pieces, and instruction through different modalities.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom with no instructional support needed. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.

WMLS III ENGLISH TEST RESULTS

Listening

In the **Analogies** test, Complete demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ____*. He scored in the *Continuing Development* level on this test. His performance was comparable to the performance of average native English speakers at age 6-9 in the norming sample. The RPI suggests that Complete is predicted to be 32% successful on Analogies tasks that average native English-speaking age peers perform with 90% success.

The **Oral Comprehension** test requires Complete to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, he scored in the *Continuing Development* level. His performance was comparable to the performance of average native English speakers at age 7-7 in the norming sample. The RPI suggests that Complete is predicted to be 46% successful on Oral Comprehension tasks that average native English-speaking age peers perform with 90% success.

Complete's performance on the **Listening** cluster was at the *Continuing Development* level. He demonstrated ability comparable to the ability of average native English speakers at age 7-3 in the norming sample and is predicted to be 39% successful on listening tasks that average native English-speaking age peers perform with 90% success.

Speaking

Picture Vocabulary measures the ability to orally identify pictured objects that range from easy to difficult. On this test, he scored in the *Emerging Proficiency* level. His performance was comparable to the performance of average native English speakers at age 7-9 in the norming sample. The RPI suggests that Complete is predicted to be 52% successful on Picture Vocabulary tasks that average native English-speaking age peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Complete scored in the *Continuing Development* level on this test. His performance was comparable to the performance of average native English speakers at age 8-3 in the norming sample. The RPI suggests that Complete is predicted to be 30% successful on Oral Language Expression tasks that average native English-speaking age peers perform with 90% success.

On the **Speaking** cluster, Complete's score was at the *Continuing Development* level. He demonstrated ability comparable to the ability of average native English speakers at age 8-0 in the norming sample and is predicted to be 41% successful on speaking tasks that average native English-speaking age peers perform with 90% success.

Oral Language: Listening and Speaking

A comparison of the oral language tests administered indicates that Complete's English listening and speaking skills are generally similar.

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Complete demonstrated performance at the *Continuing Development* level. He demonstrated ability comparable to the ability of average native English speakers at age 7-8 in the norming sample and is predicted to be 40% successful on oral language tasks that average native English-speaking age peers perform with 90% success.

The **Basic English Oral Language** cluster measures the foundational skills of listening and speaking. Complete demonstrated performance at the *Continuing Development* level on this cluster. The **Applied English Oral Language** cluster measures the ability to use listening and speaking skills in functional oral language. His score on this cluster was in the *Continuing Development* level.

WMLS III SPANISH TEST RESULTS

Listening in Spanish

In the **Analogías** test, Complete demonstrates comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ____*. He scored in the *Proficient* level on this test. His performance was comparable to the performance of average native Spanish speakers at age 11-1 in the norming sample. The RPI suggests that Complete is predicted to be 87% successful on Analogías tasks that average native Spanish-speaking age peers perform with 90% success.

The **Comprensión oral** test requires Complete to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, he scored in the *Proficient* level. His performance was comparable to the performance of average native Spanish speakers at age 13-2 in the norming sample. The RPI suggests that Complete is predicted to be 92% successful on Comprensión oral tasks that average native Spanish-speaking age peers perform with 90% success.

Complete's performance on the **Escuchar** cluster was at the *Proficient* level. He demonstrated ability comparable to the ability of average native Spanish speakers at age 11-11 in the norming sample and is predicted to be 90% successful on listening tasks that average native Spanish-speaking age peers perform with 90% success.

Speaking in Spanish

Vocabulario sobre dibujos tests Complete's ability to orally identify pictured objects that range from easy to difficult. On this test, he scored in the *Proficient* level. His performance was comparable to the performance of average native Spanish speakers at age 12-6 in the norming sample. The RPI suggests that Complete is predicted to be 92% successful on Vocabulario sobre dibujos tasks that average native Spanish-speaking age peers perform with 90% success.

Various item tasks elicit oral language communication on the **Expresión de lenguaje oral** test. Complete scored in the *Proficient* level on this test. His performance was comparable to the performance of average native Spanish speakers age 11-0 in the norming sample. The RPI suggests that Complete is predicted to be 84% successful on Expresión de lenguaje oral tasks that average native Spanish-speaking age peers perform with 90% success.

On the **Hablar** cluster, Complete performed at the *Proficient* level. He demonstrated ability comparable to the ability of average native Spanish speakers at age 11-6 in the norming sample and is predicted to be 88% successful on speaking tasks that average native Spanish-speaking age peers perform with 90% success.

Oral Language in Spanish: Listening and Speaking

A comparison of the oral language tests administered indicates that Complete's Spanish listening and speaking skills are generally similar.

The **Lenguaje oral amplio en español** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Complete demonstrated performance at the *Proficient* level. He demonstrated ability comparable to the ability of average native Spanish speakers at age 11-8 in the norming sample and is predicted to be 89% successful on oral language tasks that average native Spanish-speaking age peers perform with 90% success.

The **Lenguaje oral básico en español** cluster measures the foundational skills of listening and speaking. Complete demonstrated performance at the *Proficient* level on this cluster. The **Lenguaje oral aplicado en español** cluster measures the ability to use listening and speaking skills in functional oral language. His score on this cluster was in the *Proficient* level.

COMPARISON OF ENGLISH AND SPANISH TEST RESULTS

A comparison of the WMLS III tests administered indicates that Complete's Spanish oral language abilities are generally better developed than his English oral language abilities.

Comparison of his English and Spanish test results suggests that he will be 40% successful overall on age-level English oral language tasks and 89% successful overall on age-level Spanish oral language tasks.

Examinee Language Proficiency Information

Complete is a second-language learner of English. Complete has had English academic exposure for 13 years, 4 months. Interpret the English test results in light of this information.

He has been enrolled in a bilingual program in English and Spanish for 6 years, 8 months. Previously, Complete was enrolled in a bilingual program in English and Spanish in the United States for 6 years, 8 months. He will be attending an English-only program.

His performance on the WMLS III English oral language tests suggests that he is at the *Continuing Development* level. Complete's English oral language development does not appear to be developing at a typical pace. Evaluate his current oral language program and make appropriate changes. A rigorous, comprehensive, and intensive oral language development program should be considered at this time.

Complete's performance on the WMLS III Spanish oral language tests suggests that he is at the *Proficient* level.

Diagnostic Information-English

The Analogies and Picture Vocabulary tests measure vocabulary, the basic foundational skill needed in English oral language. The Oral Comprehension and Oral Language Expression tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech as in normal conversation. Complete's performance on these English tests suggests that he has relatively uniform development of listening and speaking skills; however, his performance in both domains is low. Consider providing a strong oral language program appropriate for his age and abilities.

The Oral Comprehension and Oral Language Expression tests both measure connected discourse in English oral language. Oral Comprehension primarily tests receptive skills, or understanding language input, while Oral Language Expression measures expressive skills, or language output. Complete's performance indicates low ability in both, suggesting an overall language deficit. He needs to understand spoken language before he can use language effectively. A robust, comprehensive, and intensive oral language program is recommended. Classroom strategies that might be beneficial include providing opportunities for him to listen to stories that target the sentence structures being introduced and using sentence frames to help "frame" communication in grammatically correct, complete sentences when speaking.

Diagnostic Information-Spanish

The Analogías and Vocabulario sobre dibujos tests measure vocabulary, the basic foundational skill needed in Spanish oral language. The Comprensión oral and Expresión de lenguaje oral tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech, as in normal conversation. Complete's performance on these Spanish tests suggests that he has relatively uniform and typical development of basic skills and applied knowledge of oral language.

Classroom Interventions

The following list of classroom-based activities and interventions might be appropriate for Complete, given his performance on the WMLS III tests:

- Maintain high standards and demonstrate high expectations for all students, regardless of linguistic and/or cultural diversity. Complete will learn more when he is challenged.
- Employ a variety of heterogeneous grouping strategies. Complete will learn more by being actively engaged in cooperative, interactive learning than by passive listening. Ensure that the groupings are fluid and are built around meaningful tasks that encourage work-related communication.
- Instruction should be closely linked to real-life experiences. Building and accessing background knowledge will provide relevance to instructional material. Help build background knowledge by introducing new topics with short video clips, demonstrations, or field experiences. To access background knowledge, discuss Complete's prior experiences with the topic or content prior to the lesson.
- Reading, writing, and oral language skill development is mutually reinforcing. Complete likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Do not sacrifice oral language development activities for greater emphasis on reading and writing.
- Students who have a strong knowledge base of words in Spanish will learn vocabulary words in English more easily. Intentional, explicit teaching of specific Spanish words and related word-learning strategies may increase the breadth and depth of Complete's Spanish vocabulary. Use of Spanish word walls may be particularly helpful for him.
- Complete may benefit from listening to audio books in English, particularly if he is able to follow along with a written text. Strategic use of audio books may provide models for pronunciation of printed words. In addition, introducing new words in the context of sentences and stories may also increase his comprehension of words.
- Modeling the thinking, reading, and writing process in front of Complete may help him later with reading and writing. For example, the teacher might say aloud to the group, "I need to remember that your music class today is at 2:30 p.m. and not at the usual time." The teacher might then write on the board as she reads, "Music class is at 2:30 p.m. today." The benefits of modeling the thinking, reading, and writing process may not become evident until much later, but Complete may begin to internalize these processes.
- Instruction using specific strategies may help Complete organize his thinking before speaking. For example, the STORE strategy provides a framework for organizing the key elements of a story in sequential order. STORE is an acronym for setting, trouble, order of events, resolution, and end. Introduce and explain the acronym cue, model how to explain each story element, and provide guided and then independent practice. A graphic organizer can be used to illustrate the story components.
- Speak slowly and clearly. Model good pronunciation, grammar, and word usage for Complete. When he makes a pronunciation, grammar, or usage error, reaffirm his idea(s) and then say the mispronounced or misused word correctly and in context.
- Using content-text reading material, ask Complete and his classmates to select key words that they believe are essential to understanding the central concepts of the lesson. Compile a list of mutually agreed-upon words and discuss them with the entire class. Use these words for instructional activities such as entering the words into word lists or asking Complete and others to use the words in oral and written activities.
- Preview and contextualize key vocabulary words with Complete prior to formally introducing them in a lesson. This requires introducing key terms before a lesson is taught so that he will have an understanding of the terms before they are used in the context of the lesson. Define each word in terms that he can understand. Include a limited number of words in each activity and select words that are the key words needed for an upcoming lesson. Review the vocabulary words after an instructional activity to help increase vocabulary development.
- A Word Sort is a teacher-made activity that may be used in multiple ways to increase language proficiency. In this activity, have Complete sort previously learned words into categories based on meaning, similarities, structure, or word derivations. Type a list of selected words on a sheet of paper using a large font and ask him to cut each word into a separate small piece of paper. After the words are cut into the smaller pieces of paper, instruct Complete to sort the words into different categories based on a language-learning objective.
- Complete should benefit from clear instructions presented in a step-by-step manner for assignments and class activities. Demonstrations or modeling of task requirements may also be helpful. Provide both oral and written directions for assignments so that he may refer to them at a later time.
- Complete will need to hear important key words used repeatedly in a variety of ways. Paraphrase and repeat

keywords to enhance understanding.

- Even in simple sentences, unclear references may be difficult for Complete to understand. Use simple sentence structures (subject/verb/object), even if doing so makes a grouping of simple sentences seem redundant. For example, “Sara likes the giraffes at the zoo. Sara likes the lions too. Sara likes animals.”
- To increase his vocabulary, teach Complete to look for words in English that are similar to known words in Spanish. For example, if Complete knows the Spanish word for *tree* (*árbol*), he could use this knowledge to determine the meaning of more complex English words or concepts such as *arboretum*, *Arbor Day*, and *arborist*. Another example is the Spanish word for the color *blue* (*azul*) and the more difficult English word *azure*. Online cognate dictionaries are useful resources for identifying Spanish cognates for key English vocabulary words.
- To assist Complete in following classroom discussions or lectures, outline the key points on the board or on a projector before class. Review the key points at the end of class as well.
- Encourage parents to discuss with Complete events that occurred during the day and to ask and answer questions.
- Encourage parents to discuss with Complete, in their native language, events that occurred during the day, and to ask and answer questions.
- Barrier games are a motivating way to practice listening, following directions, or giving directions. Place a barrier between two people. One person gives directions, and the other person follows the instructions. Tasks may include drawing pictures or designs, building objects, writing information, or finding a location on a map. Then have students reverse roles so both people get practice giving and receiving directions.
- Encourage Complete’s family to provide native-language literacy experiences at home by reading native-language books, newspapers, and magazines. Literacy knowledge in Complete’s native language may ultimately contribute to enhanced literacy development in English, and biliteracy is advantageous.
- Provide Complete opportunities to read text that has meaning or is of interest to him.

EXAMPLES OF BOOKS FOR LISTENING

Below is a list of books that are appropriate for Complete to listen to, based on his WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR LISTENING AND SPEAKING

Based on Complete's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

- Select books or have Complete select books that relate to his experiences. Using books that he wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Before reading the book, consider doing a picture walk of the story with Complete. Look at the illustrations and discuss what might be happening in the story. Encourage him to describe the picture in his own words.
- As long as he enjoys listening to the book, keep it available to him. Repeated listening of a story will allow him to internalize vocabulary and sentence structures.
- Have Complete retell the story. Without interrupting or appearing to correct, rephrase and extend his words. Model grammatically-correct complete sentences.
- Have Complete differentiate fact, opinion, and inference.
- Provide opportunities for Complete to participate in dramatic play of the storyline of a book, such as play the role of one of the major characters.
- Not during the initial reading of a book, but during a subsequent reading, identify for Complete synonyms and antonyms presented in the book. Point out compound words, titles for people, descriptive words, etc. Isolate "how" adverbs, such as *excitedly*, *happily*, and *sadly*, and act them out.
- Have Complete make and verify predictions of what he thinks will happen next or change the ending of the story.
- Play a guessing game by providing clues to Complete and having him try to guess characters in a story. For example, you could say, "This character often wears red." Take turns.
- Use Complete's native language when it will provide greater facility to explore ideas that may later be expressed in English.
- Do not be reluctant to have Complete read a book or listen to a book in his native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.