addressing principles of biliteracy and literacy instruction. It is, in effect, a summary of issues, needs, and methods to scaffold and teach English Language Learners (ELL). They suggest that a portfolio and anecdotal records be used as supplemental evidence, or cross-verification, of an individual student's level of biliteracy needs and development. Ideally, cross-verification should utilize untapped resources, such as the wisdom and knowledge of the family (Ordonez-Jasis, 2002). This checklist is, itself, considered a near-ideal way in which each English-Language Learner might be educated. It also serves as a structure for grounding and organizing much that is relevant to this topic in the text and chapter ahead. Although the checklist is set into a figure, it should be viewed as an integral part of the conceptual basis for this area of diagnostic-prescriptive teaching.

**L1 and L2: Assessing Primary- and Secondary-Language Skills**

The terms L1 and L2 refer to primary, or heritage, and secondary language respectively. Figure 12.2 contains a checklist of L1 Reading Knowledge and Skills. Figure 12.3 shows Notes from Anecdotal Records, or Portfolio Evaluation, related to L2 (English) skills (Hurley & Tinajero, 2001) with a few questions related to the child's L1 and L2 language-instruction history. A teacher would need to be bilingual, or supported by a bilingual team, in order to fully support second-language learning and biliteracy. Some states require assessment in both the primary and the second language.

**Monitoring Linguistic Needs of Students with Limited English Language Proficiency**

In general, the term Limited English Proficiency (LEP) includes English Language Learners and dialect speakers. Here we largely will be addressing the needs of ELL students, and ahead that of LEP (dialect) students as well. Linguistic needs for ELL students can include any combination of factors, listed here, in approximately their order of impact. These points can be used as a checklist for a given student and a tally for an entire class. You may need to ask for help from someone who knows both languages, but a little help is offered here.

1. The student cannot yet read in the native language, or L1.
2. There is no sound equivalent in L1 for the “morphology”—sound system—in the language to be acquired, L2.
3. There is no word form in L1 for one in L2.
4. Lack of familiarity with the grammatical and syntactical structures ("language redundancy patterns") in L2.
5. Inadequate vocabulary and concept development in L1.
4. Understands and uses orally the vocabulary and idiomatic expressions encountered in basal readers or other texts at instructional level.
5. Understands the terminology used by the teacher in English reading instruction to give directions or assign tasks.

IV. English Reading Potential
1. Can comprehend a passage from a graded text or informal reading inventory at grade level (usually third-grade equivalent), read orally at a normal pace with comprehension.
2. Scores at fluency level on the required language-assessment instrument (BVAT, LAS, BSM, IDEA, or other standardized test) or teacher judgment indicates the equivalent of intermediate English.
   BVAT = Bilingual Verbal Abilities Test
   LAS = Language Assessment
   BSM = Bilingual Syntax Measure
   IDEA = Idea Oral Language Proficiency Test

L1 and L2 Language Instruction History
To what extent has this student received primary language instruction in previous grades in reading and writing? In the content areas?
To what extent has this student received English-language development instruction (English as a second language) in previous grades? What methods or strategies were used for this instruction?

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6. Confusions arising from seeming parallels in L1 and L2 from similarities in letter clusters and idioms that are, in fact, not parallel, and therefore, are misleading.
7. Lack of, and/or incongruous, background schemata—values, customs, attitudes.
8. Lack of skills and knowledge in interpreting the communicative intent of a speaker/writer.
9. Inadequate and incongruous experience and knowledge of the acceptability of various forms of oral and written discourse.

Teaching Alternate-Dialect Students
For students with Limited English Proficiency (LEP), like those from inner-city and rural communities, the goal is to help them remain respect-