Early Literacy Strategies
for English Learners

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The information and ideas being redelivered belong to Megan Moore, a presenter from the 2017 WIDA Conference. You may contact her at:
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CHARACTERISTICS OF AN EMERGENT READER

- Developing letter knowledge
- Learning and imitating how to read
- Read familiar stories
- Repeat from memory
- Relies on pictures to tell the story
EMERGENT READERS CAN:

- Listen to stories being read aloud
- Focus on objects
- Recognize sounds
- Experiment with writing tools
- Notice labels and environment print in the world around them
CHARACTERISTICS OF EL EMERGENT READER

- Can make connections between L1 and the target language
- Benefit from learning sounds/symbols connections in the English language and may pick up skills quickly- ELs are more likely to make progress in the early stages of reading

Challenges

- Little to no formal instruction in their first language
- Did not learn to read in their first language
- May not be able to “hear” the sound in English- depends on the L1
- May not have the oral vocabulary to “tell” a story based on pictures- maybe okay to code switch
LANGUAGE DEVELOPMENT

Kate Kinsella

- Academic Talk: 2%
- Student Talk: 4%

Student Talk

Oral language is the basis for literacy

Reading builds on oral language (Buroyne, Kelly, Whiteley, & Spooner, 2009; Koda, 2007)

High correlation between oral language development and second language literacy development (August & Shanahan, 2006)

Even if they are in the silent period still have conversations with them because they are learning how to engage in conversation.

Students go through a silent period.

Lack of academic vocabulary can slow down fluency and comprehension
This is a ...
This feels like...
My object feels ________________?
I predict my object is ________________?
· My object does not feel like...
· My object is not ...
· I do not think this is....
· This cannot be... because...
· I predict my object is...
LISTEN AND DRAW
SORTING PICTURES
WORDLESS PICTURE BOOKS

*FOSSIL*

*Kids’ Activity Guide*

**Oral Storytelling Activity:**
You and your child will examine oral storytelling and discuss how tales change over time when they are not written down. Your child will transform their cave painting into an oral tale. Many early stories were created in chants and songs. Your child will create words to tell their story and set it to the beat of a nursery rhyme.
PROPS AND ROLE PLAYING

How does a seed grow?
SOPHISTICATED WORDS

- Stretching their words/ using sophisticated words- students will incorporate words that their teachers use frequently and these words become part of their oral language vocabulary
- Classroom Movement Coordinator vs Line leader
- Meteorologist vs Weather Watcher
IDIOMS AND FIGURATIVE LANGUAGE

https://www.youtube.com/watch?v=gjwofYhUJEM
MILE A MINUTE

Have the students describe a picture non-stop without taking a
Activity make an Origami Shape
CONCEPTS OF PRINT

How Reading Works

- Reading from left to right
- Top to bottom
- The fact that letters and words convey a message
- Print is what we read
- The "return sweep", to move from one line to the next
- Illustrations in a book correspond to the print
- Every book has a front, back, and an author/illustrator

(Holdgreve-Resendez, 2010a)
CONCEPTS OF PRINT

Issues for ELs

- Directionality of words Left to Right or Right to Left, Top to Bottoms
- Sounds as characters, not combination of letters
- Same letters but different sounds in L₁
- Spanish 1 to 1 correspondence, not the same in English
CONCEPTS OF PRINT

- Model how to handle a book
ACTIVITIES FOR CONCEPT OF PRINT
ON YOUR MARK GET SET READ

- Use the arrow to show where they will begin to read

Find a reading passage and add to the bag
Using a piece of text, have the students highlight the first sentence read, then lift the highlighter to show return sweep, show students the sentence has been completed and the next one starts below and to the left.
FINGER LASER LIGHT

Point to where you start. Point to where you go after reading the first sentence

- Directionality
- Concepts of words
- Word boundaries
Why its important?

- Strengthen students speech- to- print match. It will also develop students alphabet knowledge, phonemic awareness, and knowledge of words in print.

- This skill allows students to track text and identify words within context.
ACTIVITIES FOR CONCEPT OF WORDS
Students are given a word and have to line up in order.

Count the number of words Student can stop for each word
WHICH WORD IS BIGGER

- Concept vs phonologically what the word looks like:

Cow

Ladybug
FINGER LASER LIGHT

Call out a word and the students use laser lights to point at the word
Using Environmental Print

- I can read...
- Mc Donald's
- Special K
- Oreos
PHONOLOGICAL AWARENESS

- Phonological processing refers to the ability to identify and work with sounds in language
- Doesn’t require letter/alphabet awareness/knowledge (can be done with eyes closed-ears only)
- Focus on manipulating sounds of oral or spoken language
- Important skill to develop to help students learn beginning word reading skills
  - Understand the alphabetic principle
  - Understand that letters represent sounds in words
  - Helps students generate possibilities for words in context that are only partially sounded out
  - Based on hearing and playing with sounds of a language - not written
  - Can understand and use large parts of language
ACTIVITIES FOR PHONOLOGICAL AWARENESS - RHYMING

Clipart from Cara's Clips
RHYMING CLIP CARD

- Rhyming clip card and a close pin
- Clip the clothes pin on the picture that Rhymes with the one on top
SQUIRREL IN A TREE

- Picture of a tree and squirrel
- Can do with pictures only or a combination of both
BYE BYE APPLE PIE

- Picture of an apple pie(s)
- Bye bye apple pie which word does not rhyme
- See you later alligator
- See you in a while crocodile
- Let the students chose the word that does not rhyme
PHONOLOGICAL AWARENESS - RHYME

- Rhyming books - students cut out pictures of things that rhyme with the word in their book.
- Snowball rhyme activity
- What rhyme doesn’t belong (erase the one that doesn’t rhyme)
- Concentration
- Go Fish
- Bye-Bye Apple Pie
PHONOLOGICAL AWARENESS-
SYLLABLES

Why teach syllables?

Dividing words into parts, or chunks help speed the process of decoding. Knowing the rules for syllable division can help students read words more accurately and fluently. Understanding syllables can also help students learn to spell words correctly.

How?

Syllable sort and matches
Syllable manipulation
Syllable scoop
Syllable clip card
ACTIVITIES FOR PHONEMIC AWARENESS - SYLLABLES
SORT WORDS BY SYLLABLES

- caterpillar
- rhinoceros
- aquarium
- watermelon
- hippopotamus
- refrigerator
TAPPING OUT SYLLABLES

- Have the students to touch out the lights for the syllables of a word
PHONEMIC AWARENESS

Based on the smallest unit of sounds in the language
Trouble ELs may have
- Phonemes may not be present in their language
- Hard to pronounce and hear
- Brain in wired to hear phonemes in their L1
  - May conflict with English phonemes (sh vs ch)
  - Short or lax sounds of a, e, i and u and with the consonants j, r, v, and z (Bear, Templeton, Helman, and & Bar.... 2003; Helman, 2004)

Two important skills
- Blending: saying a word after hearing the letter sounds
- Segmenting: breaking a word apart into its sounds
ACTIVITIES FOR PHONEMIC AWARENESS-
SLINKYS

Stretching Language and Bringing It Back Together
SEGMENT THE WORD

• Segment the word using the lights
CLASSROOM ACTIVITIES TO SUPPORT PHONEMIC AWARENESS

Start with 2 phoneme words first, then move to 3 phoneme words

• Finger Stretching
• Elkonin/sound boxes
• Say it and move it card
• Tracking mat and sound chaining
• Say it, tap it, map it, graph it
• Simons says- Say ball without the “b”
• What’s missing- what sound is missing in meat and eat?
Recognizing and naming upper and lower case letters and beginning to associate letters with the sounds they make

Why important?
Know the letters, sounds and letter shapes
Name of the letter with the shape of lower and upper case
Letter naming strong predictor of reading success
Helps develop alphabetic principle
ACTIVITIES FOR ALPHABET AWARENESS
· Provide Wooden Circles with letters and a T chart for shorting

Sorts
Have lines
Has a hole
Etc....
· Matching with Easter eggs
· Kids can bounce the ball into the cupcake holder
DIXIE CUP MATCH

- Match your Dixie cup to the corresponding capital or lowercase letter
ALPHABET TOWER

- Cut and then stack the pool floats to build the alphabets sequence
FINGER LASER LIGHT

Use Laser lights to point/identify to letters
· Give descriptors and have students to pop the corresponding bubble wrap.
Q-TIP LETTER ERASE

- Have one student to draw a letter on the paper plates or dry erase board then have the second student to erase using the Q-tip using the same letter formation.
ALPHABET AWARENESS

- Letter Bingo
- Use the students names- Venn diagram with Names letters, name graphs- how many letters in your name