

Early Literacy Development

presented by Kelly Reider



English Learner
Portal

Meet and Greet



Kelly Reider, Founder English Learner Portal

- Currently a high-school newcomer ESL tutor & Founder/Lead Facilitator for ELP
- Former District Level ESL Coordinator in Anne Arundel County, MD
- Former Elementary Assistant Principal, Staff Development Specialist, K-12 ESL, and elementary classroom teacher.

Outcomes

Participants will:

- **explore a process for developing literacy using speaking as a support and**
- **consider how to differentiate the instructional process for various proficiency levels.**

Messy Objectives

We can create a collaborative narrative and read our narrative to each other.

Messy Objectives

We can create a collaborative narrative and read our narrative to each other.

Messy Objectives

make

**We can create a collaborative narrative
and read our narrative to each other.**

Messy Objectives

We can ^{build} create a ^{make} collaborative narrative
and read our narrative to each other.

Messy Objectives

build make together
**We can create a collaborative narrative
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Messy Objectives

build make together story
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Messy Objectives

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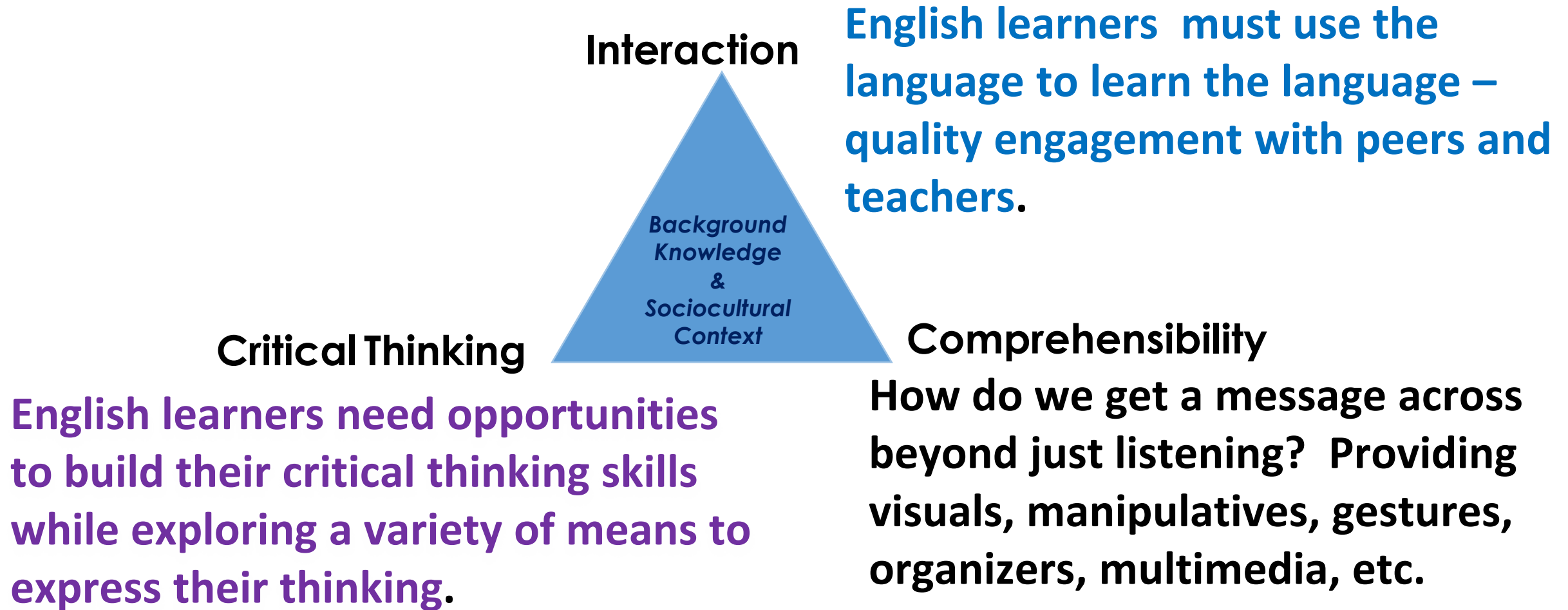
Messy Objectives

**Strategy
Debrief**

Whole to Part Planning

Planning

The Three Principles



Comprehensible Input

$i+1$



Krashen's theory states that the comprehensible input should be one step beyond the learner's level (more complicated).

It is represented as $i+1$

i = the current state of the knowledge of the student

Plus extra elements which makes it a little more difficult for the learner.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



Developing Word Level



Our Words

Developing Word Level



Our Words

Grandma grandmother aunt

girl child young

garden dirt / soil flower flowers plant plants

seeds water sun air stem stems root

roots shovel trowel leaves

flower pot gloves

grow work together helping

sunny warm

Developing Word Level



Possible Teachable Topics – Word Level

- Basic nouns/pronouns
- Science vocabulary
- Verbs
- Singular/plural

Sentence

- Adjectives/descriptive language (higher levels)
- Conjunctions
- Comparatives
- Words/terms that show time

Discourse

- Organization (usually in editing)
- Beginning, middle, end

Our Words

Grandma grandmother aunt

girl child young

garden dirt / soil flower flowers plant plants

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roots shovel trowel leaves

flower pot gloves

grow work together helping

sunny warm

Developing Sentence Level



Our Words

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Our Ideas

The grandma is teaching the girl to plant flowers.

Grandma uses a shovel or trowel.

They put dirt or soil in the flower pot.

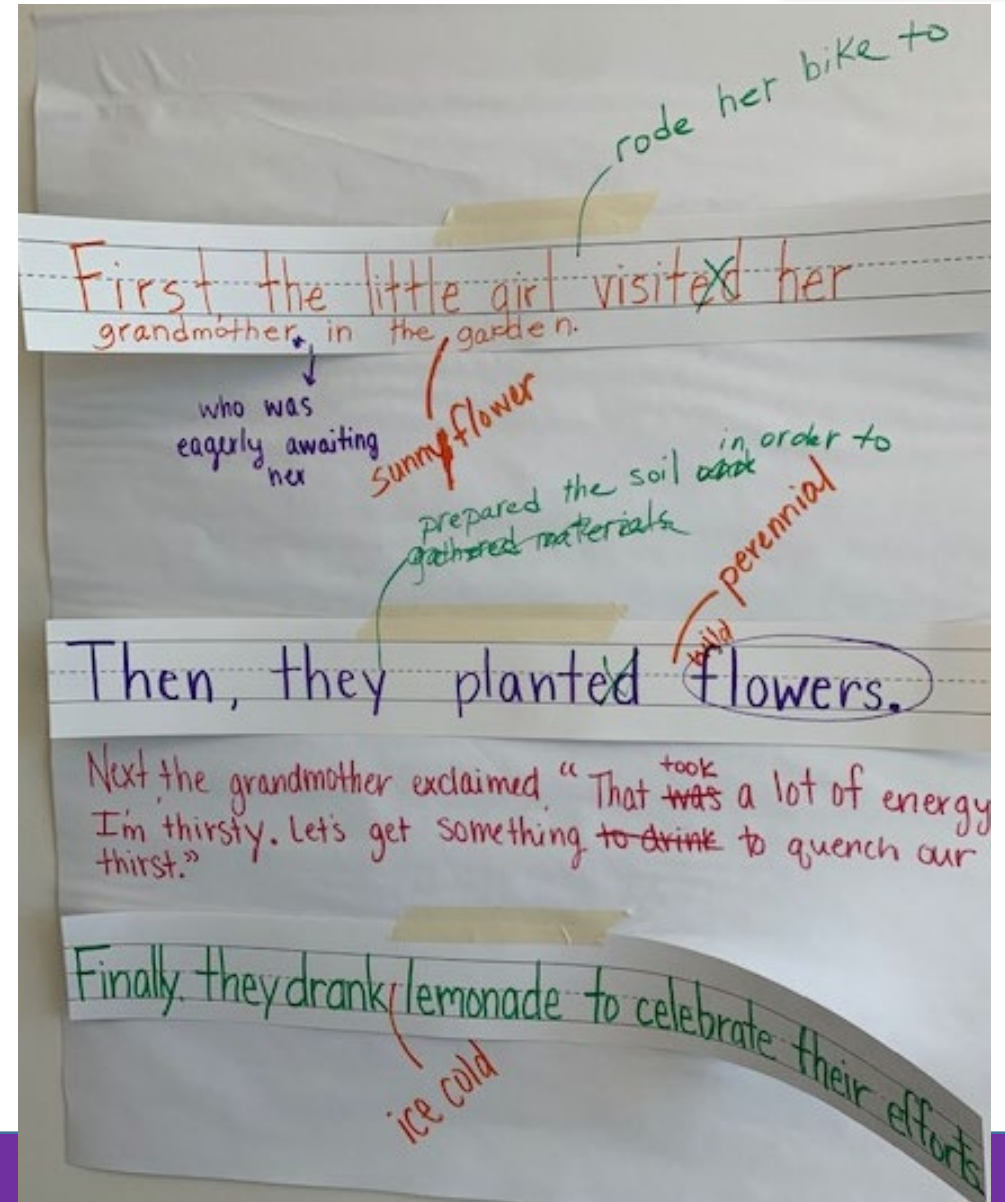
It is a warm day.

They put a seed in the pot.

The seed needs water and sun to grow.

The seed will grow into a stem and flower with leaves.

Developing Discourse Level



Whole to Part

- **Teacher read aloud of final text.**
- **Choral read.**
- **Select parts of the whole to teach in a mini-lesson.**
- **Partner read the final text.**
- **Try independent writing to put the parts back into a whole.**

Contact us!

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