|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Emergent/Early Literacy | Early Fluency/ Fluency |  | Emergent/Early Literacy | Early Fluency/ Fluency |
| Scaffolding Throughout Literacy Lessons | Provide comprehensible input, checking comprehension frequently (Read Aloud) | Provide comprehensible input, checking comprehension frequently | During the Reading | Use gradual release of responsibility for reading from teacher to learner: Reading to earners, reading w/ learners, supporting learners’ independent reading. | Use a variety of supportive structures to scaffold during the reading |
|  | Build Oral language vocabulary and fluency in meaningful contexts with rich literary experiences (Shared Reading) | Continue to build more complex oral language vocabulary and fluency in meaningful contexts.  |  | Teach/reinforce key comprehension skills, literacy skills, and phonics in context through the text.  | Teach/reinforce key comprehension skills and literacy skills for identifying words and developing sentence and text-level skills.  |
|  | Monitor and develop learners’ ability to hear and reproduce English phonemes.  | Expand phonics into word study |  | Use read aloud, shared reading, and guided reading techniques.  | Develop oral skills for talking about text and for fluent and expressive reading |
|  | Develop/reinforce abilities to associate the sounds with spelling patterns of English with letters and word parts.  | Continue to develop listening comprehension, awareness of the differences between L1 and English |  |  |  |
| Choosing Texts | Texts with rhyme, rhythm, repetition | Interesting, well written texts |  |  |  |
|  | Illustrations are closely related to text | Texts have increasing complexity and length |  |  |  |
|  | Themes are comprehensible across cultures | Texts in which culturally and linguistically diverse learners can see themselves |  |  |  |
|  | Scaffold texts, use selections from texts, or select alternate texts when needed.  | Gradually expand to a variety of fiction and nonfiction genres |  |  |  |
|  |  | Modify texts, use selections from texts, scaffold texts, and select alternate texts when needed.  |  |  |  |
| Before the Reading | Motivate: build concept of reading as a purposeful process of making meaning; develop learners’ understanding of purposes for reading | Motivate: expand purposes for reading and understanding of a range of genres.  | After the Reading | Develop comprehension through questioning and discussing.  | Continue to develop comprehension and problem solving through questioning and discussing.  |
|  | Review, reread, recite, previous texts, chants, and songs. | Teach key vocabulary, academic vocabulary, and vocabulary development strategies |  | Teach and apply word-solving tools in meaningful contexts | Continue word, sentence, and text solving during reading |
|  | Teach vocabulary | Build background knowledge of concepts needed to comprehend text.  |  | Building writing experiences from the reading | Build writing workshops around the genre of the selection |
|  | Build background knowledge of concepts needed to comprehend text | Make connections to learners’ own experience and to learners’ families and communities |  | Support learners as they respond to texts orally, in writing and expressively.  | Support learners as they respond to texts orally, in writing, and expressively |
|  | Make connections to learners’ own experience and learners’ families and communities.  | Focus attention on one or two key reading comprehension strategies |  | Make literacy connections with the home.  | Make literacy and literary connections with the home.  |
|  | Recommend reading strategies for the text.  |  |  |  |  |

[[1]](#footnote--1)

1. Linda New Levine, Mary Lou McCloskey: Teaching Learners of English in Mainstream Classrooms, (2009), page 175 [↑](#footnote-ref--1)