Summary of the Strands and Substrands

**Listening**

1.0 Children Listen with Understanding

**Speaking**

1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others
2.0 Children Begin to Understand and Use Social Conventions in English
3.0 Children Use Language to Create Oral Narratives About Their Personal Experiences
**Summary of the Strands and Substrands**

**Reading**
1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature
2.0 Children Show an Increasing Understanding of Book Reading
3.0 Children Demonstrate an Understanding of Print Conventions
4.0 Children Demonstrate Awareness That Print Carries Meaning
5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English
6.0 Children Demonstrate Phonological Awareness

**Writing**
1.0 Children Use Writing to Communicate Their Ideas
Listening

• How does the teacher do this in the vignette?
• If a particular interaction or strategy could not be found in the vignette, how would doing it help Lonia as she develops her ability to attend to and comprehend spoken English?

Speaking

• Which of the interactions and strategies from the Speaking strand can you find in this vignette?
• How would Ms. Jane have known what kind of language interactions would be appropriate for Enrique?
Reading

• How does each of the key points connect to this substrand—either in the vignette or the interactions and strategies?
• In each vignette, what did the teacher see or hear that helped him understand what skills the children might have in their home language that could be built upon to develop skills in English?

Writing

• How does the teacher do this in the vignette?
• If a particular interaction or strategy could not be found in the vignette, how could this vignette be extended to incorporate that interaction or strategy into this vignette?
• What stood out for you in this key topic?
• What new insights do you have?
• How will this influence your work with young children now or in the future?
• If you had to come up with two statements to describe to someone what is important in working with young children who are English learners, what would they be?

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.

Chapter 5:
“Stages and Strategies in Second-Language Acquisition”
The Intentional Teacher (Epstein, 2007)

• Read pages 14-18

• Consider how the English-language development interactions and strategies could be linked to the strategies presented by Epstein.

• Develop a list of Epstein’s core strategies and, under each strategy, list at least 3 English-language development strategies that could be used to include the needs of English learners.

• Write a short paragraph explaining your decisions.