

Six Differentiated Strategies for ESL Literacy for Birth to Third Grade
Developmentally Disabled and Normal Students of Hispanic Heritage

by James and Olga Jaramillo

1/29/2013 Copyright c

for Eric Publication

Introduction

Given the ongoing US trend of increasing 0-8 year old students who are classified as either disabled or normal, there is of course the need to provide effective differentiated-literacy-oriented-age-appropriate-strategies to meet this ongoing need-especially for ESL students or-largely-the Hispanic population which is as-a whole-outpacing-all other ethnic student groups (Cabell, S. Q. et al. 2011; Jaramillo, J. 2003 + & Otto, B. 2008 et. al.). To ensure that this occurs, we-like the aforementioned authors we (that is my TA, myself, and J. Jaramillo) advocate that-as per this essay's criteria-that we break-up these aforementioned age groups into birth to three years of age (i.e, Pre-K) and three to eight-year-olds (i.e., toddlers and up to the third-grade-student-level).

Hence-with respect to the first cohort, I-like-Otto (2008), Cabell, S. Q. 2011; Wasik, B. A. (2010), Jaramillo, J. (2003 +) et. al. endorse the effective application of these teaching strategies: prompting exploratory-student-learning, age-appropriate-wait-time/elongated wait time, and intervention techniques to ensure that birth to pre-K students advance in learning phones, syllables, words, and short syntax-(eventually by age 3). To be specific-like Otto (2008), we employ exploratory-learning among 0-Pre-K students-and we do this by creating a Montessori-like-learning-literacy-setting replete with phonology, syllabology, morphology, and then eventually short phrases and then eventually-syntax by age-three (see Jaramillo, J.; Fromkin & Rodman 1980s, et. al). In specific, we will observe and ensure that they are experimenting with sounds and syllables-as infants in an exploratory-fashion at age zero and onward-up to age-three via alphabet sounds and syllables for birth and on up via songs, such as "Now-I know my ABCs" and "Humpty Dumpty Sat on a Great Wall, and of course-the Cat in Hat (Otto, B. 2008). Fathers and Mothers/educators, such as we and James J. -likewise-need to sing these songs aloud in a pleasant fashion until our infant and others respond appropriately-eagerly-knowing that they are loved and thus know that they have a beautiful foundation to grow intellectually and socially-from (and of course James would and continues to sing and talk softly to me and our daughter to make us feel tranquil, confident, and loved). In this ambience, infants feel loved and are thus more eager to produce sounds and syllables-along with words, phrases, and short syntax at about the age of three (See Gardner, H. 1993-Multiple Intelligence applications-oral, musical, auditory/hearing, draying by age of three, etc). Besides employing exploratory-teaching-strategies, we-like B. Otto (2008)-advocate the use of age-appropriate wait-time techniques to prompt infants to three years of age to learn.

When we employ age-appropriate-wait-time, this involves-of course-waiting until the infant and up to three-years of age respond more or less accurately to a cue that we provide them via speaking, singing and dancing

(some steps) to songs, such as the Beatles' Song "She Loves you Yea Yea." For instance, do the student attempt to say "She" etc and then by the age of three can say: "She Loves You." Moreover, as Otto (2008) notes children need to be alert or actively awake when we read and sing to them whether they be developmentally disabled, accelerated/exeptional/gifted or normal. This-of course-also involves routines and positive opportunities that promote their cogni-motor and social-developmental-skills. To do this, we-(my TA and I) we pleasantly say and sing the numbers (1-10) and they prompt them-both-via chorally, in triads, quads, and individually until we get the desired result. In addition to employing the age-appropriate wait time and exploratory pedagogical techniques, we (like Wasik, B. 2010) also advocate and utilize intervention techniques when needed. To do this, we like Wasik (2010) employ intervention techniques, such as oral language prompting via rhymes, such as "London Bridged Falling Down-My Fair Lady) via the ExCELL program which-initially-prompts infants to say some phones and syllabes until they-eventually master words and then the aforementioned syntax by about the age of three. This of course is creating vocabulary development amongst from zero to age three. Moreover, the ExCELL program's comprising of modeling, observing (as mentioned earlier) and scaffolding along with wait time-again ensures that children advance with their phones, phonemes by age, phrases and short syntax by the age of three (verbally-of course). But -of course-the above techniques work just as well for four to eight year olds.

We-like B. Otto (2008), M. D. Burke (2009), Zucker et. al. (2009), Yop and Yop (2000), and J. Jaramillo (2003 +) advocate and employ the following pedagogical Emergent-Literacy-techniques: (1) semantics/meaning, (2) guided reading and (3) phonological and morphological Print awareness for K-3rd grade students. In congruence with Otto's emphasis on semantics or meaning, we elicity this from students by showing them the written words via wooden blocks, such as CAT and then mix them up and then ask the student to put the letters in the correct word order and then match them with a picture of a cat-along with them reading aloud the word as they see-both the word and its corresponding picture-correctly. When they do this in groups or individually-correctly-then-this of course indicates they understaqnd this concept-moreover-they can also write this by the age of four whether they be normal, exceptional or disabled. Afterwards, we can move on to short phrases, such as the "Cat in the Hat" for ages four and older and then-later-longer syntax, such as The Jack and Jill Went Up the Hill which they should be able to read by the age of five. By age they should be able to not only read the aforementioned syntax but also write in on their own (individually). To prompt them to do the above reading, We-like B. Otto (2008), J. Jaramillo, (2003) and Burke et. al. recognize the need to employ Guided Reading" to ensure that they advance via guiding them to read aloud and silently.

To do this, we prompt them to read-chorally, in quads, trios, and then individual-aloud and then silently. This works well because most children givea good effort or are eager to read since we provide a tranquil and loving ambience and prompt them to begin by saying "Ok-everyone let us read "Cat is the hat" by Dr. Seus and they become excited in any of the aforementioned groups. For instance, when James struggles to sound out-the words-Cat is the Hat-we only scaffolding the word parts-he struggles with-and then as we hear him correctly-read aloud-word part, such as "Cat" as oppossed to gata-with an English accent-then we know we are all succeeding. And-then-when James read the whole-aforementioned-sentence-correctly-the we all become even more motivated. Besides employing guided reading-we also employ "Phonological and Morphological Print Awareness."

To ensure that students begin to read effectively say sounds, words, phrases-We employ Phonological, Morphological, and Syntactical techniques to three to age eight (Zucker, T. A. 2009 et al). To prompt "phonological-morphological-syntactical" reading/literacy comprehension among three year and older students, we-in sequence-teach the students to read the letters, syllables, words/morphemes and syntax-aloud which are hanging up on the walls, dry-erase board, and in their pictographic and/or text books. As they-the-developmentally disabled, the normal and the exceptional advance via these aforementioned techniques and read well-as per age and their academic and social levels, then we know that they and us have succeeded in our literacy endeavour.

Conclusion

Hence, when we effectively employ the strategies of exploratory-learning, wait-time, intervention, guided reading, meaning, and phonological-morphological-syntactical awareness-for infants and on up-to 3rd grade students-all-in a Montessori-like-learning-literacy-setting replete with semantical interactions with phonology, syllabology, morphology, and then-eventually short phrases and then-syntax by age-three-then we know we have done our academic=social work (see Jaramillo, J.; Fromkin & Rodman 1986, et. al). In closing, when all these infant to eighth grade students demonstrate reading comprehension of phonemes, morphemes, phrases, and syntax-then we all have progressed via the effective application of the aforementioned strategies.

Ciao/Chau!

References

- Burke, M. D., Hagan-Burke, S., and Kwok, O. & Parker, R. "Predictive validity of early literacy indicators from the middle of kindergarten to second grade." *Journal of Special Education*. Vol. 42, No.4
- Cabell, S. Q. Justice, Laura, L. M. Shayne, P. S., Curenton S. M., Wiggins, A., Turnbull, K. P., Petscher (2011) "The Impact of teacher responsibility education on on pre-schoolers" *American Journal of Speech-Language Pathology*. Vol. 20 pp. 315-330, Nov.
- Fromkin V. and Rodman, D. (1983) *An introduction to language*. Hart Rinehart, NY.
- Gardner, H. (1993) *The Multiple Intelligences: theory and practice*.
- Jaramillo, J (1993 +) Various ERIC Education Journals (in particular see his manuscript on Hispanic Student Recruitment and his Socio-economic Hispanic S tudents about the growing Hispanic Student population, WA. DC.

Otto, B. (2008) Enhancing emergent literacy among infants and toddlers. Chapter 5 in "Literacy Development in Early Childhood Education" Reflective Teaching for birth to Age eight. Pearson Ed. Inc.

Wasik, B. A. (2010) "What teachers can do to promote pre-schooler vocabulary development: strategies from an effective language and literacy professional development coaching model. Vol. 63, No. 8.

Zucker, T. A. Ward, A. E, Justice, M. L. Justice (2009) Print referencing during read-alouds: a technique for increasing emergent readers' print knowledge. In the Reading Teacher. pp. 62-72.