

Office of Head Start

**Ready for Success:
Supporting Literacy Development for
Children Who Are Dual Language Learners in
Head Start and Early Head Start
Webinar**

VIEWER'S GUIDE





Who are children who are dual language learners?

Children who are learning in two or more languages may do so simultaneously or they may be learning English as a second language while continuing to develop their first language.



Who are children who are dual language learners?

The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).





Introduction

What does it mean, for a Head Start program to serve children who are learning in two languages?




Panelist photos and bios are included in the appendix.

 **Segment I**

Connections


Addresses the intersections and connections among language development, literacy development, culture, family, and programs.



 **Connections**

Where do we start?



 **Connections**

We start with the children and their joy in using spoken, written, and gestural language to communicate.

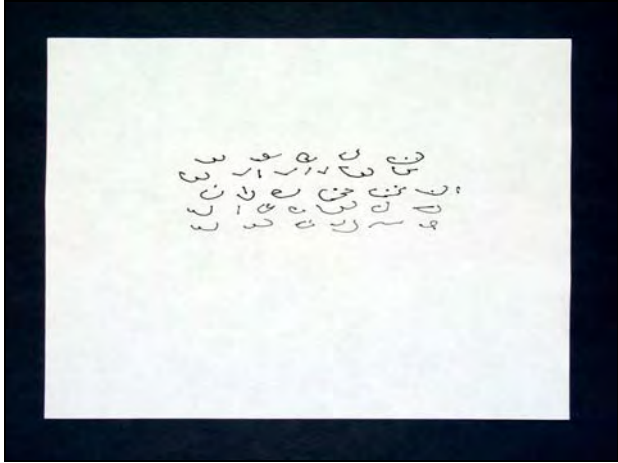
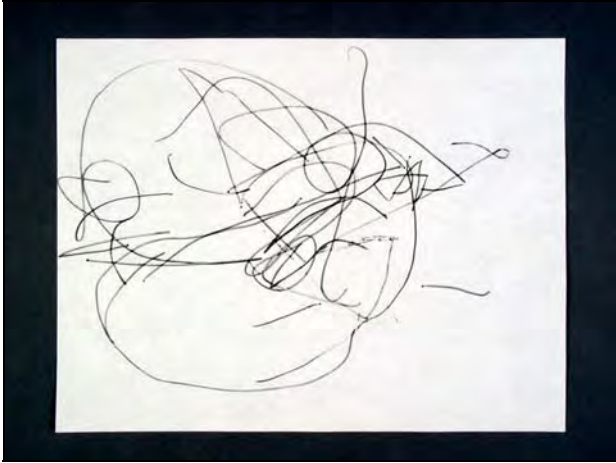




A larger version of this chart is available in the appendix.



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Connections

- "Reading" in young children is not limited to text. They "read" gestures, facial expressions, scribbles, drawings, and illustrations, en route to learning how to read text.
- Reading and writing emerge as young children play and interact with others.



Connections

For babies and toddlers:

- All language experiences are basic literacy experiences.
- Language learning for babies is relationship based.
- Exploring their world and learning in two languages does not confuse young children.



Connections

For preschool children:

- They tend to have different concepts and words in different languages.
- Experiences with print and books help them transfer their conceptual knowledge and vocabulary.



Connections

What is the role of the home language in the development of literacy for children who are learning in two or more languages?



The Role of the Home Language

- Home language is the foundation for literacy acquisition.
- Language is an integral part of culture.
- Culture and language of the family create the oasis for the child to grow and develop in the early years.



The Role of the Home Language

- Understand that all families have literacy knowledge, including their oral traditions, they can share with their children.



Connections

How do teachers work with families to support the home language?



Teachers and Families Working Together


- Encourage and reassure families that literacy experiences in the home language promote language and literacy development in English.
- Help parents understand the home language is important for children to learn to read and write.



Teachers and Families Working Together

- Send drawings, stories, and other writing efforts home so that parents can be engaged in their children's early literacy.
- Use classroom materials that reflect cultural and linguistic diversity and represent the children and families in the program.




 **Segment II**

What Does It Look Like?

Explains the elements of literacy development and gives examples of young children who are acquiring literacy in two or more languages.



 **What Does It Look Like?**

What are the main elements of literacy development?





Head Start Child Outcomes Framework

DOMAIN	DOMAIN ELEMENT
LITERACY	Phonological Awareness
	Book Knowledge & Appreciation
	Print Awareness & Concepts
	Early Writing
	Alphabet Knowledge





What Does It Look Like?

What is phonological awareness and what does it look like for children who are dual language learners?





Phonological Awareness

Phonological awareness is the understanding that spoken language is composed of smaller units of sound.





Phonological Awareness

Phonological awareness skills develop gradually through a variety of activities that take place in the young children's classroom and home.





What Does It Look Like?

Why is book knowledge and appreciation important for young children?

What are the special considerations for children who are learning in two languages?





Book Knowledge & Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of types of stories, poems, songs.
- Shows growing interest in reading-related activities.





“Follow the C-A-R”

Follow the child’s lead...



Comment..... and wait.



Ask a question....and wait.

Respond with a little bit more.



National Head Start Family Literacy Center
Sonoma State University





What Does It Look Like?

What is print awareness and concepts?

What are special considerations for children who are learning in two languages?





Print Awareness & Concepts

Print awareness and concepts refer to the ability to understand that oral language can be represented in a written way.





Print Awareness & Concepts

Print awareness and concepts encompass:

- Increasing awareness of print in the classroom, home, and other settings.
- Developing understanding of the different kinds of print.
- Increasing awareness of conventions of print such as directionality.





What Does It Look Like?

What is alphabet knowledge?

How do children who are learning in two languages develop alphabet knowledge?





Alphabet Knowledge

Alphabet knowledge is the ability to recognize and name the letters of the alphabet. This includes the translation of units of print (graphemes) to units of sound (phonemes)...at the most basic level this task requires the ability to distinguish letters.



Early Writing

- Writing serves as a strategy to develop oral and print related skills.
- Children slowly develop the understanding that writing conveys a message, records experiences, and helps one recall and retell.
- When children feel successful at each level of writing development they experience the joy of writing.



Segment II Takeaways

- Children who are learning in two languages develop early literacy skills in the context of their everyday experiences with adults, peers, and materials.
- Literacy learning has many elements that can be integrated in learning experiences in the classroom and home.





Segment III

The Big Picture

Highlights the systemic, program-wide processes to consider in order to support literacy development in children who are learning in two or more languages.





What is the big picture?

The big picture refers to considering your entire program, services, and systems to see how they incorporate supports for literacy development in children who are learning in two languages.





Program Preparedness Checklist

PROGRAM PREPAREDNESS CHECKLIST: Serving Dual Language Learners and Their Families

Item	Definitely	In Progress	Not Yet	Comments/ Examples
Program Governance				
We promote the involvement of families who speak languages other than English in all aspects of program governance. We...				
<ul style="list-style-type: none"> provide interpretation at Parent Policy Council meetings. have proportionate representation in the policy groups that reflect the demographics of the children in the program. 				
Planning				
We have policies and procedures in place to support quality service delivery to families and children who speak languages other than English. We...				



The Purpose of the Program Preparedness Checklist

The intent of this checklist is to:

- Assist a program in assessing its preparedness to implement systems and to deliver quality services to children who are dual language learners and their families.
- Observe and document how the systems and services are articulated and implemented throughout the program.





Planning

Planning				
We have policies and procedures in place to support quality service delivery to families and children who speak languages other than English. We...				
<ul style="list-style-type: none"> implement an organizational language policy that explains how we use language in the classrooms, how we promote children's home language and support English language development. 				
<ul style="list-style-type: none"> incorporate how we will meet the needs of families and children who speak languages other than English into the work plans for each service area. 				
<ul style="list-style-type: none"> ensure that families who speak languages other than English are involved in developing policies and procedures related to dual language learners. 				





Planned Language Approach

A planned language approach is a blueprint that describes how teachers can use language in a consistent and intentional manner with children who are learning in two languages.





Planned Language Approach

- Creates a classroom profile of the languages children bring to the classroom.
- Enables a program to decide what languages teachers, assistants, and/or other staff or volunteers need to know to support children who are learning two or more languages.








Classroom Profile Examples

1. Spanish-speaking teachers and Spanish-speaking children.
2. Bilingual teachers and Spanish-speaking children.
3. English-speaking teachers and Spanish-speaking children.
4. Teachers speak Spanish and/or English and children speak languages other than Spanish or English.



 **Planned Language Approach Elements**


- Intentional language(s) for teaching and learning experiences.
- Support for home language and English acquisition.
- Parent involvement in the classroom and at home.
- Strategies based on individual classroom context.



 **Planned Language Approach Elements**

- Structured and unstructured activities, routines and transitions.
- Age appropriate, fun, and motivating.
- Culturally and linguistically responsive.
- Ongoing professional development.
- Family support for early literacy.

 **Planned Language Approach**

How does curriculum fit within a planned language approach?



Planned Language Approach

A planned language approach can be integrated into any curriculum and will support positive outcomes for all children.





The Big Picture

What kinds of direct support can programs offer classroom staff?





Classroom Staff

Programs can identify staff with expertise in how children learn in two languages and also provide professional development opportunities to expand staff knowledge and expertise.





Segment III Takeaways

- Guided by the Program Preparedness Checklist, programs assess both systems and services to determine to what degree they currently support children who are learning in two or more languages and their families.



Segment III Takeaways

- A planned language approach in the classroom environment offers intentional and consistent support for children who are learning in two languages.
- Children bring a wealth of language and literacy experiences to our learning environments and it is up to us to promote and foster their learning and development.



Upcoming Ready for Success Webcasts and Webinars:

- **March-** Assessment (Part I) Webcast: Ongoing Assessment
- **April-** Assessment (Part II) Webinar: Assessing Process towards English Acquisition



Upcoming Ready for Success Webcasts and Webinars:

- **May-** Diversity and Multicultural Integration (Part I) Webcast: Principles and Resources
- **June-** Diversity and Multicultural Integration (Part II) Webinar: Connecting with the Families



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APPENDIX

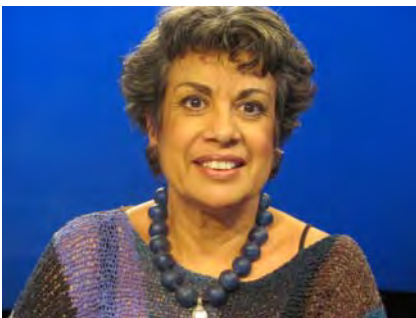
Panelist Photos and Bios

Sharon Yandian



Sharon Yandian, M.Ed., is the Early Language Specialist for the Office of Head Start. Previously, she was Director of the Migrant and Seasonal Head Start Technical Assistance Center at the Academy for Educational Development (AED). She also has worked as Program Specialist at the then Head Start Bureau, where she monitored, funded, and provided technical assistance to Migrant Head Start programs nationwide. In addition, she worked as both a health educator and preschool teacher in the Peace Corps. Ms. Yandian holds a M.Ed. in Curriculum and Instruction with a particular focus on multicultural bilingual education.

Graciela Italiano-Thomas



Graciela Italiano-Thomas, Ed.D. is a national and international expert in education and early learning. She is Founder and CEO of Graciela Italiano Consulting based in Washington DC. Dr. Italiano-Thomas was president and CEO of Thrive by Five Washington. Before joining Thrive by Five, she served as CEO of Los Angeles Universal Preschool. Prior to that, she was CEO of Centro de la Familia de Utah, a non-profit organization based in Salt Lake City that works to strengthen the Hispanic family by promoting self-sufficiency. She also served as a senior consultant to the Office of Head Start on issues relating to English language learners within the Head Start system. Dr. Italiano-Thomas holds a doctorate in education and institutional management from Pepperdine University and a Master of Sciences degree in education from Southern Illinois University. She received undergraduate degrees from Albion College in Michigan and the Instituto A. Vazquez Acevedo in Montevideo, Uruguay.

Carola Matera



Carola Matera earned her Ph.D. in education from the University of California in 2008. She coauthored, with Dr. Michael Gerber, a research article based on a literacy intervention study with dual language learners in Head Start. She currently works with the Migrant and Seasonal Head Start Technical Assistance Center where she provides on-going technical support to grantees. Dr. Matera specializes in culturally and linguistically responsive early childhood education as well as program policies and instructional practices related to young dual language learners and their families.

José C. Paz



José C. Paz received his Bachelor of Arts degree in Spanish with a concentration in Public Service from California State University Dominguez Hills and has completed graduate level courses in Early Childhood Education. He holds a Bilingual Multiple Subject Teaching Credential in both California and Colorado and has taught preschool through third grade in both states. Mr. Paz is currently a Regional Coordinator for the National Head Start Family Literacy Center and resides in Aurora, Colorado. He passionately shares his knowledge and applied experience about early childhood education.

Ruth Shagoury



Ruth Shagoury, Ph.D., can't imagine anything more fascinating than exploring the minds of children and adolescents as they grow as writers, readers, and language users. Though she teaches new and veteran teachers at Lewis & Clark College in Portland, Oregon, her passion for working with children keeps her connected to classrooms, collaborating with teachers who serve largely immigrant populations as they investigate student-based approaches to literacy. Dr. Shagoury has published numerous books and articles about this work, most recently *Raising Writers: Understanding and Nurturing Young Children's Writing Development* (2009 Allyn & Bacon).

Eileen Torres



Eileen M. Torres is the Senior Director for Agri-Business Child Development, a state wide non-profit providing comprehensive Migrant and Seasonal Head Start, Head Start, and Early Head Start services to children and families at various locations throughout New York State. Ms. Torres has been a Head Start practitioner for twenty five years and has a Masters Degree in Bilingual/Multicultural Education.

Continuum for Spoken and Written Language Development Charts

Typical Oral Development

<p><u>The Babbling Period</u></p> <ul style="list-style-type: none"> • Produces vocalizations that sound like language • Practices sounds and intonations reflective of the language of the adults in the environment 	<p><u>Pointing and One-word Categorizing</u></p> <ul style="list-style-type: none"> • Begins to use communication devices(vocalizes and points) • Attributes meaning to words or concepts • Produces single words to represent a word or concept 	<p><u>First Words and Growing Vocabulary</u></p> <ul style="list-style-type: none"> • Uses social words and naming words • Able to form categories and use fast-mapping 	<p><u>Simple Sentences</u></p> <ul style="list-style-type: none"> • Power of 2-word utterances to represent complex thought • Telegraphic speech • Relies on context to communicate • Understands and uses syntax 	<p><u>Grammatical Capability</u></p> <ul style="list-style-type: none"> • Understands sentence structure • Using language to accomplish goals • Social conventions • Playfulness in language
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Typical Written Development

<p><u>Scribble Writing</u></p> <ul style="list-style-type: none"> • Produces marks on a page that look like written language • Practices the markings that reflect the written language of the culture 	<p><u>Beginning Representation</u></p> <ul style="list-style-type: none"> • Uses the page as a communication device • Produces first symbols on paper to represent meaning 	<p><u>Sound-Symbol Relationship</u></p> <ul style="list-style-type: none"> • Creates words on the page using letters to represent sounds • Uses different social forms of writing 	<p><u>Beginning Narrative</u></p> <ul style="list-style-type: none"> • Understands and uses sequence • Represents complex thought on the page • Relies on context to communicate 	<p><u>Using Writing to Get Things Done</u></p> <ul style="list-style-type: none"> • Uses writing conventions • Uses genre conventions • Playfulness in writing • Uses writing to accomplish social and academic goals
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