Resources for EDU 280:
Language and Literacy Experiences

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

UNC
FPG Child Development Institute
Components of the EDU 280 Landing Pad

Language
Literacy
Language & Literacy

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

UNC
FPG CHILD DEVELOPMENT INSTITUTE
What language concepts can you support each time you share this musical fingerplay with a child?
Pair this activity with an article like . . .
Or follow it with a discussion of how to provide children with multiple means of expression, a key Universal Design for Learning concept.
What else can children learn from re-reading a favorite children’s book like *Goldilocks and the Three Bears*?

- Science
- Math
- Language and vocabulary
- Social studies
- Critical thinking
The Language of Babies, Toddlers and Preschoolers: Connecting Research to Practice

The Early Catastrophe
The 30 Million Word Gap by Age 3

Betty Hart and Todd R. Risley

During the 1960’s War on Poverty, we were among the many researchers, psychologists, and educators who brought our knowledge of child development to the front line in an optimistic effort to intervene early to forestall the terrible effects that poverty was having on some children’s academic growth. We were also among the many who saw that our results, however promising at the start, washed out fairly early and fairly completely as children aged.

In one planned intervention in Kansas City, Kans., we used our experience with clinical language intervention to design a half-day program for the Turner House Preschool, located in the impoverished Juniper Gardens area of the city. Most interventions of the time used a variety of methods and then measured results with IQ tests, but ours focused on building the everyday language the children were using, then evaluating the growth of that language. In addition, our study included not just poor children from Turner House, but also a group of University of Kansas professors’ children against whom we could measure the Turner House children’s progress.

All the children in the program eagerly engaged with the wide variety of new materials and language-intensive activities introduced in the preschool. The spontaneous speech data we collected showed a spurt of new vocabulary words added to the dictionaries of all the children and an abrupt acceleration in their cumulative vocabulary growth curves. But just as in other early intervention programs, the increases were temporary.

We found we could easily increase the size of the children’s vocabularies by teaching them new words. But we could not accelerate the rate of vocabulary growth so that it would continue beyond direct teaching; we could not change the developmental trajectory. However many new words we taught the children in the preschool, it was clear that a year later, when the children were in kindergarten, the effects of the boost in vocabulary resources would have washed out. The children’s developmental trajectories of vocabulary growth would continue to point to vocabulary sizes in the future that were increasingly discrepant from those of the professors’ children. We saw increasing disparity between the extreme—the fast vocabulary growth of the professors’ children and the slow vocabulary growth of the Turner House children. The gap seemed to foreshadow the findings from other studies that in high school many children from families in poverty lack the vocabulary used in advanced textbooks.

Just the Facts, Ma’am

Read All About It
Dual Language Learners

Early Dual Language Learning

FRED GENSENER
NOE University

Language is a uniquely human ability, and children's new vocabularies can develop at different rates. Dual language learners, or children who speak two or more languages from birth, often show a deeper understanding of the world around them. This is because they develop a more rich and complex vocabulary than children who only learn one language. Children who are exposed to two languages from birth have the advantage of being able to understand and use multiple languages from an early age. This is because they are able to see the world from different perspectives and are able to communicate more effectively with others.

Inform + infuse + extend
15-Minute In-Services

Expansions

Thick and Thin Conversations

Asking Questions

Engaging Children in Conversations

Engaging Interactions and Environments

Zoning: Staffing to Maximize Learning

Teacher-to-Teacher Talk

Engaging Children in Conversations

THICK

Thin and Thick Conversations

Asking Questions

Expansions
Engaging Children in *Conversations*

This in-service introduces basic strategies to engage children in conversations as an effective teaching practice to support meaningful interactions in the learning environment.

**Supporting Materials**
- Tips for Teachers [PDF, 1MB]
- Tools for Teachers [PDF, 353KB]
- Tools for Supervisors [PDF, 134KB]
- Helpful Resources [PDF, 263KB]

**To view these materials without Internet access,** download the Engaging Children in Conversation 15-minute in-service [ZIP, 151MB]. Please ensure that your computer meets the minimum system requirements before downloading.

Are you a trainer? See Trainer version.
Possible assignment?

http://www.tolerance.org/sites/default/files/general/Sound_Effects.pdf

How could you explore issues related to language prejudice with your students?

How could you challenge them to build different capabilities for young children in the classrooms where they work?
Multifaceted Literacy Resources

ALL children CAN read...let us show you how!

STRATEGIES | PRACTICAL EXAMPLES | RESOURCES

Designed to give children with deaf-blindness, multiple disabilities and complex challenges expanded learning opportunities.
Early Emergent Literacy

Literacy begins at birth and builds on relationships and experiences that occur during infancy and early childhood. For example, introducing a child to books at an early age contributes to a later interest in reading. Reading together while he or she sits on your lap promotes bonding and feelings of trust. The give-and-take nature of babbling, lap games, songs, and rhymes set the stage for sharing favorite picture books. Exposure to logos, signs, letters, and words leads to the knowledge that symbols have meaning. The acquisition of skills such as looking, gesturing, recognizing and understanding pictures, handling books, and scribbling lay the groundwork for conventional reading and writing.


Children with combined vision and hearing loss miss out on many of the experiences that happen incidentally for other children, but rich early learning experiences can be provided wherever needed.

As you foster early literacy skills in a child who is deaf-blind, expect to see the child handling and exploring books and writing materials using all of his or her senses (sometimes in uncomfortable ways). Get “up close and personal” to reading and writing items around the house. Point out and talk about signs, symbols, and words you see at school, day care, the grocery store, and out in the community.

It takes intentional planning to provide meaningful early learning experiences on which to build literacy skills. Following a child’s lead provides a wealth of information about what will be most meaningful for him or her.

Related Skills
Examples
Video Clips
Articles
Additional Resources
http://www.earlyliteracylearning.org/

- Infants
- Toddlers
- Preschoolers
- Adaptations
CONNECT
The Center to Mobilize Early Childhood Knowledge

http://community.fpg.unc.edu/
CONNECT Video 6.5: Preparing a book for dialogic reading

Available at: http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-5
Sharing Wordless Picture Books

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are structured. Here are some tips for sharing wordless picture books with a child.

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Each “reader” listens and speaks, and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected. Elementary-aged students often enjoy writing down their original story to accompany a wordless book.

Below are a few tips for sharing wordless picture books with a child:

- Recognize that there are no “right” or “wrong” ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures.
Reading Rockets

Launching Young Readers series
A Chance to Read

Have you ever heard of "assumicide"?

For generations, too many people assumed that children with disabilities couldn't learn to read — so they never gave them a chance. Hosted by Molly Ringwald, "A Chance to Read" looks at the reading challenges facing kids with disabilities, and what schools across the country are doing to help them find success. In New Mexico, Minnesota, Georgia, and Texas we'll meet the amazing kids, parents, researchers, and teachers who are working to eliminate "assumicide" and give every child a chance to read.

This program is the ninth episode of Launching Young Readers, WETA's award-winning series of innovative half-hour programs about how children learn to read, why so many struggle, and what we can do to help.
Position Statements

• NAEYC
• International Reading Association

Comparisons of Different Approaches

Research Syntheses
Strategies specifically designed for monolingual teachers to use in supporting the literacy development of young dual language learners
Phonological Awareness
Is Child’s Play!

Halio Kay Yopp and Ruth Helen Yopp

Why is phonological awareness important in reading development?

In English—and many other languages—the written language is predominantly a record of the sounds of the spoken language. With a few exceptions, the English language is written out sound by sound. (Exceptions include but are not limited to symbols such as ʃ, ǀ, and ɬ, which represent ideas rather than the sounds of speech; you can’t sound out these symbols!) For example, to write the word cat, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent these sounds.

When you read, you must be able to notice and have a firm grasp of the sounds of our speech if we are to understand how to use a written

about 44 sounds. Spanish

speakers use about 24. Thinking about and manipulating those smallest sounds of speech is the most complex of the phonological awareness skills and is referred to as phoneme awareness or phonemic awareness.

Typically it is the last and deepest skill that children acquire (Stahl & Murray 1994). It involves knowing that the spoken word light consists of three sounds (lighth) and that black consists of four (blak).

Phonological Units

What are the phonological units in the word chimneys?

Word

Chimneys

Chimneys

Chimneys

Ch n m ey s

Syllables

Chimneys

Chimneys

Chimneys

Ch n m ey s

Onsets and Rimes

Ch

Im

n

eyes

Phonemes

Ch

m

ey s


Read-Aloud Books That Play with Language

Books in English


Books in Spanish


Books in English


Books in Spanish


Books in English


Books in Spanish


Books in English


Books in Spanish

EFFECTIVE APPROACHES TO MOTIVATE AND ENGAGE RELUCTANT BOYS IN LITERACY

Nicole Senn

This article explains why boys are often such reluctant readers and writers and provides classroom teachers with strategies to better engage them in literacy.

As a first-grade teacher, literacy is my favorite thing to teach. Helping my students grow from kindergartners into fully fledged readers and writers in just one year is an extraordinary process. Even more gratifying than observing my students’ rapid literacy development is cultivating within them a love of books and a desire to write.

Nicole Senn is a first-grade teacher at Fycamore Trails Elementary School, Dixon School District, Illinois, USA; e-mail nicolaesenn@46.org

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¡Colorín colorado!
Multifaceted Resources for Language & Literacy

State Early Childhood Dual Language Learning Guidelines and Standards: An Overview of State Approaches

This resource provides an at-a-glance overview of how dual language learning is referenced in the early learning guidelines in the U.S. states and territories. These tables can be useful in determining compliance issues, grant writing, and collaboration efforts.

Tools and Resources

NEW! 60 Minutes from Catalogue to Classroom (C2C)
This series of professional development training modules highlights individual journal articles focused on culture, dual language learning, and best practices featured in the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes 1-3).

NEW! The Importance of Home Language Series
This series of handouts is designed to provide families and staff with basic information on topics related to children learning two or more languages. The series emphasizes the benefits of being bilingual, the importance of maintaining home language, and becoming fully bilingual.

Strategies for Supporting All Dual Language Learners
Young children acquire a second language over time. This resource provides practical examples of how to use research-based strategies that support children at different levels of English language acquisition. English and Español (PDF, 2.1MB)

National Center on Cultural and Linguistic Responsiveness
Fred Rogers Center ELE

Activities

- Talking Together 4. Daily Activities
  - Talking with children is an important part of daily life, and is critical to literacy development.
  - Tags: Home, Classroom, 0-1, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos

- Reading Together 6. Making It Work
  - Reading aloud opens a world of discovery & learning. It’s a great way to connect parents & children.
  - Tags: Home, 0-1, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos

- Talking Together 2. Vocabulary
  - Talking with children is an important part of daily life, and is critical to literacy development.
  - Tags: Home, Classroom, 0-1, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos

- Talking Together 3. Techniques
  - Talking with children is an important part of daily life, and is critical to literacy development.
  - Tags: Home, Classroom, 0-1, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos

- Storytelling (Spanish)
  - (SPANISH) - This video shows how to strengthen literacy skills through simple daily activities
  - Tags: Home, 0-1, 1-2, 2-3, 3-4, 4-5, Reading, Videos

- Libraries (SP)
  - (SPANISH) - This video describes the importance of libraries in children’s lives
  - Tags: Home, 0-1, 2-3, 3-4, 4-5, Reading, Videos

- Everyday Activities (Spanish)
  - (SPANISH) - This video shows how to strengthen literacy skills through simple daily activities
  - Tags: Home, 2-3, 3-4, 4-5, Listening & Talking, Reading, Writing, Playing, Videos

- The Wheels on the Bus
  - Fingerplays teach skills such as rhyming, rhythm, vocabulary, coordination, memory and listening
  - Tags: Home, Classroom, 0-1, 2, Listening & Talking, Videos, Songs
Activity: Talking Together 4. Daily Activities

Talking with children is an important part of daily life, and is critical to literacy development.

More >
A Peek into the Future

Technical Assistance Center on Social Emotional Intervention for Young Children

CELL Center for Early Literacy Learning

= +
Landing Pads may be found at:
http://scriptnc.fpg.unc.edu/resource-search