

# Involving Parents in Early Literacy Development of English Learners

LYNDA ESPINOZA-IDLE, CDE

LESLIE GRANT, UCCS

CHRISTINA JIMENEZ, UCCS

CAROL POLLARD, HARRISON SCHOOL DISTRICT TWO

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LCE ACADEMY

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# Background

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Carol's story

Christina's story



# Rationale for the Parent Project

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## Collaborative TQ Grant\* Project:

- UCCS—College of Education and Department of History
- Colorado Springs School District 2 and District 11

One of the goals of the grant: Authentic parent partnership—which create ways to partnership that would:

- Be easy to implement
- Translate school-ese to school-*ease* (everyday language)
- Take advantage of readily available resources (print all around us, opportunities for discussion)
- Recognize the value of home language and culture and use it to build language and literacy
- Provide information to parents that will enable them to support their children's learning



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# Research...what we know:

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- Children's first and most important teachers are their parents and caretakers in their home environment. "The family, home, and community are the foundations of literacy development in the life of the child" (Herrera, Perez, & Escamilla, 2010, p. 4).
- Positive home environments foster cognitive and linguistic skills; more than just reading books—rich environments include songs, rhyming games, counting games, playing store, answering questions, and telling stories (Rodríguez-Brown, 2010).
- Research shows us that language and literacy learning—in *any language*—transfers to English (August, et al., 2006). Recognizing the value of what children bring to school and continue to experience at home with their families can facilitate their language and literacy development.

# Research...what we know:

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- Children come to school rich and varied experiences with language and literacy from home environment. This cultural capital—or funds of knowledge (Moll, et al., 1992 as cited in García & Kleifgen, 2010)—is not always recognized and valued by their teachers, particularly if the language and culture differ from that of the school.
- Too often there is a disconnect between school's expectations of parent involvement and parents' understanding of their support role (Rodríguez-Brown, 2010). For example, work done with Latino families has revealed fundamental concepts that aren't always understood by teachers:
  - *Educación vs. enseñar*
  - *Respeto y confianza*
- Teachers need to meet parents, learn about them, and build a level of *confianza* and *respeto* to form partnership; providing models of effective practices is beneficial and 'demystifies' how to support children.

# Template for Parent-Friendly Activities

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Components of Template

Incorporation of Pictures

Translations (UCCS translations and possible resources for future)

One page, back to back



# Required Components of a READ Plan

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1. Specific diagnosed reading skill deficiencies.
2. Goals and benchmarks for the student to attain reading competency.
3. Type of additional instructional services and interventions that will be provided.
4. Scientifically or evidence based programming to be used.
5. The manner in which the student's progress will be monitored.
- 6. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency.**
7. Additional services the teacher deems available to accelerate the student's reading skills

# Final Products

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Oral Language

Phonemic Awareness

Phonics

Comprehension\*

Fluency

Vocabulary\*



# READ Act Minimum Skill Competencies: Kindergarten to Third Grade Vertical Articulation

<b>5.01 Kindergarten Minimum Reading Competency Skill Levels:</b>	<b>5.02 First Grade Minimum Reading Competency Skill Levels.</b>	<b>5.03 Second Grade Minimum Reading Competency Skill Levels.</b>	<b>5.04 Third Grade Minimum Reading Competency Skills.</b>
Set forth below are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.			
<b>(B) Phonemic Awareness.</b>	<b>(A) Phonemic Awareness.</b>	<b>(A) Phonemic Awareness.</b>	<b>(A) Phonemic Awareness.</b>
5.01 (B) (1) Blend and segment the onset and rime of single syllable spoken words;	5.02 (A) (1) Orally produce single-syllable words by blending sounds, including blends;	5.03 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.	5.04 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.
5.01 (B) (2) Identify phonemes for letters;	5.02 (A) (2) Segment spoken single-syllable words into their complete sequence of individual sounds;		
5.01 (B) (3) Identify the initial, medial, and final phoneme of spoken words	5.02 (A) (3) Distinguish long from short vowel sounds in spoken single-syllable words.		
5.01 (B) (4) Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words			
5.01 (B) (5) Add or substitute individual sounds in simple, one-syllable words to make new words.			



# Sample Lesson Plan with Parent Activity

Teachers in the grant created literacy lessons appropriate for young Els  
-ex. Lesson designed to help kids identify and distinguish the letter Zz from other letters.

## OBJECTIVE:

I can identify and distinguish the letter Zz from other letters.

(CCSS: RF.K.1d)

## DOL:

Given a sentence, I can identify and distinguish the letter Zz by circling it.

## LANGUAGE OBJECTIVE:

I can identify and distinguish the letter Zz from other letters using sentences from a poem.

Language function

Content Stem

Scaffold

# Sample Lesson Plan with Parent Activity

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Teachers also created lesson extensions that parents could participate in

-ex. For lesson above, parent activity template was used to outline steps parents could follow to practice with identification of letter Zz.



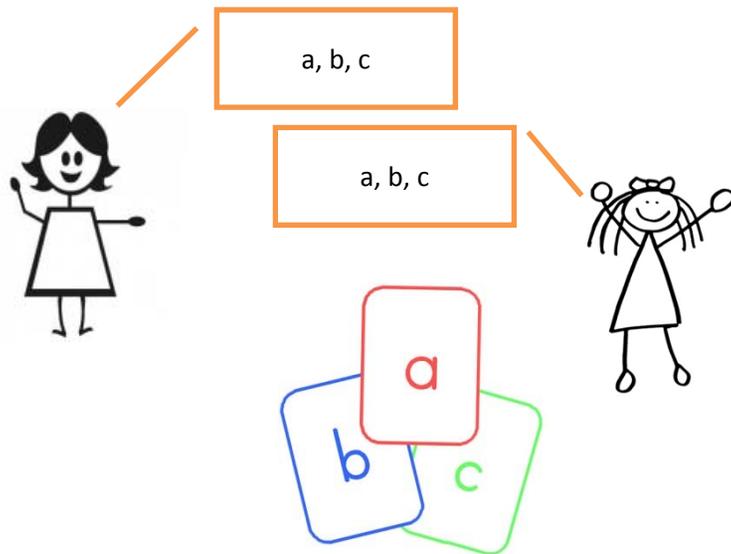
## Alphabet Recognition

Easy activity to help your child with recognizing the Letter Z, which is being able to distinguish Z from other letters.

Here is what you do:

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**Step 1:** Use some alphabet cards and review all the letters with your child in order.



**Step 2:** Show your child the letter Z card. Say the letter. Have your child repeat the letter. Trace the letter with your fingers and say the letter.



Etc.

# Your turn!

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With a partner or small group, think of an activity aligned with one of the Super 6 in your classroom that you can extend into a parent activity

- Use the template to list the steps
- Add simple directions
- Provide a visual for each step
- Share with a neighbor



# References

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# Thank you!

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## Contact Info:

Lynda Espinoza-Idle

Colorado Department of Education

Former ESL Coordinator of District 11

720-541-4116

[Idle\\_L@cde.state.co.us](mailto:Idle_L@cde.state.co.us)

Carol Pollard

ESL Coordinator for District 2

Harrison School District Two

719-529-xxxx

[cpollard@hsd2.org](mailto:cpollard@hsd2.org)

Leslie Grant

UCCS

719-255-4098

[lgrant@uccs.edu](mailto:lgrant@uccs.edu)

Christina Jimenez

UCCS

719-255-4076

[cjimenez@uccs.edu](mailto:cjimenez@uccs.edu)

