

Welcome to the Webinar Series to Support Multilingual and English Learners

Stand-by mode – All participants
are muted

Start time: 4:00 PM PT

As we wait for the webinar to begin, please feel free to introduce yourselves using the chat feature.

We appreciate you remaining muted, and with video off, for the duration of the webinar.



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REGION 15
Arizona | Nevada
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Webinar Series to Support Young Multilingual and English Learners

A collaborative effort by the Region 15
Comprehensive Center, the California
Teachers Association, and the
California Department of Education

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How to Support Young Multilingual and English Learner Students at Home with Early Language and Literacy Skills

May 11, 2020

Veronica Aguila

Johnpaul Lapid

Melanie Packham

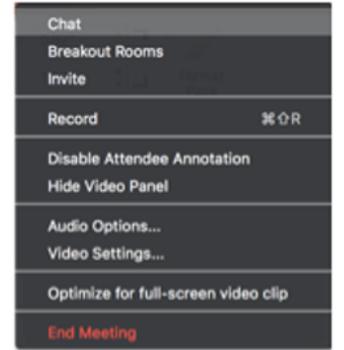
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Using Zoom

You are in a muted, listen-only mode to ensure a high-quality audio experience. Please post all questions and comments in the chat area.

To access the chat area, click the **CHAT** icon at the bottom of the conference.

If you enter full-screen mode, you can access the chat area under the **MORE** icon.



Region 15 Comprehensive Center – Serving California, Arizona, Nevada, and Utah

- » Supported through a federal grant from the U.S. Department of Education
- » Provides for the establishment of 19 Regional Centers throughout the United States and its territories and one National Center

Intent:

- » Regional Centers provide high-quality, intensive capacity-building services to state clients so that:
 - > Recipients can identify, implement, and sustain effective evidence-based programs, practices, and interventions that support improved educator and student outcomes.



How to Support Young English Learners at Home with Language and Literacy Development

May 11, 2020



Dr. Veronica Aguila
Director, English Learners
Support Division



Norma Sanchez
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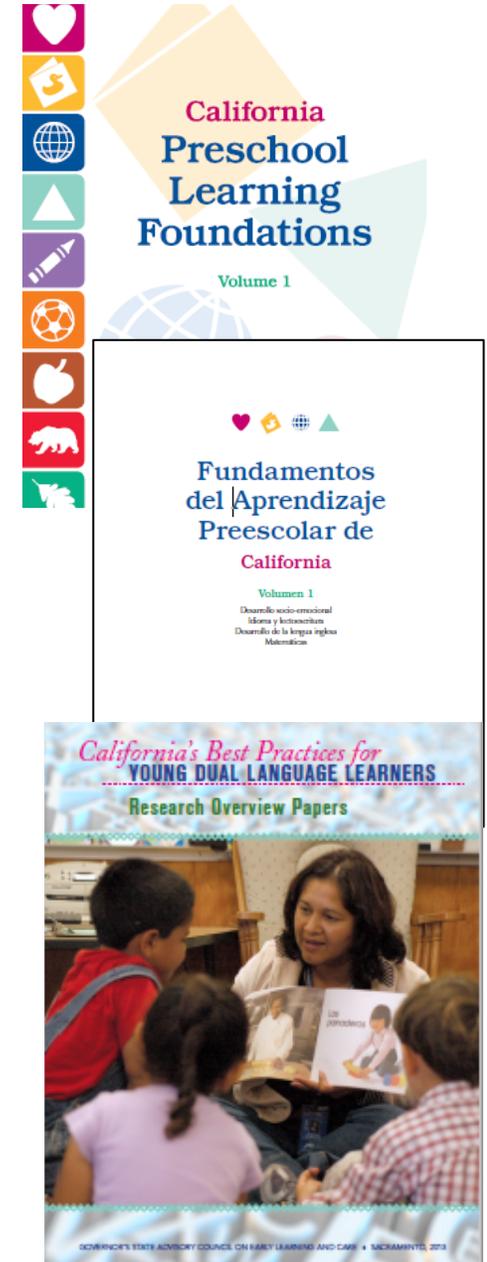
Johnpaul Lapid
Senior Research
Associate



Equity of Access for Multilingual Students

- Young Dual Language Learners – Joy of learning
- Distance learning provides the opportunity to deepen and capitalize on students' use of their home language
- Provide all EL students and families with resources for literacy in their home languages
- Design culturally responsive lessons
- Bilingual, Dual Language and Language Acquisition programs can continue to be offered through distance learning (K-12)
- COVID-19 Resources available at:

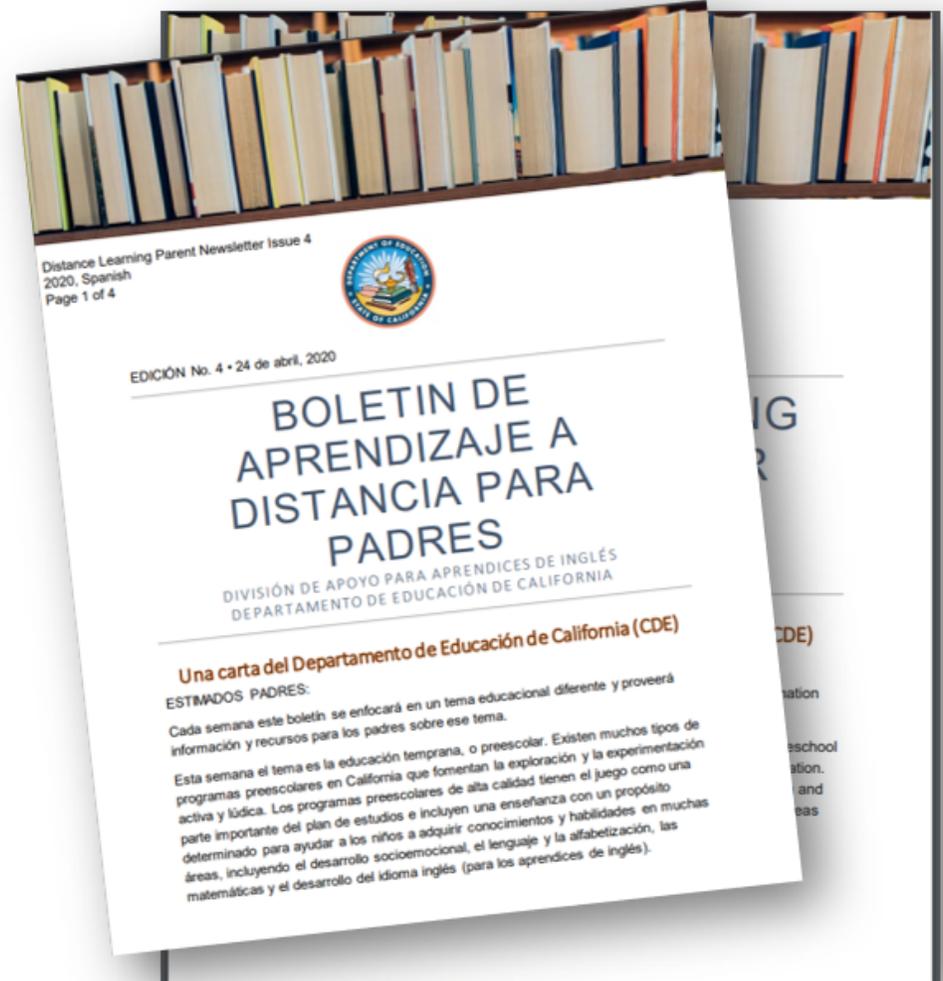
<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>





Distance Learning Parent Newsletter

- Weekly newsletter from the California Department of Education (CDE) English Learner Support Division (ELSD) for parents
- Issue 4 focuses on early education
- Available in English, Spanish, Arabic, Filipino, Simplified Chinese, Traditional Chinese, and Vietnamese
- Available at <https://www.cde.ca.gov/500211>





Martin Luther King, Jr.

“If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep **moving forward.**”



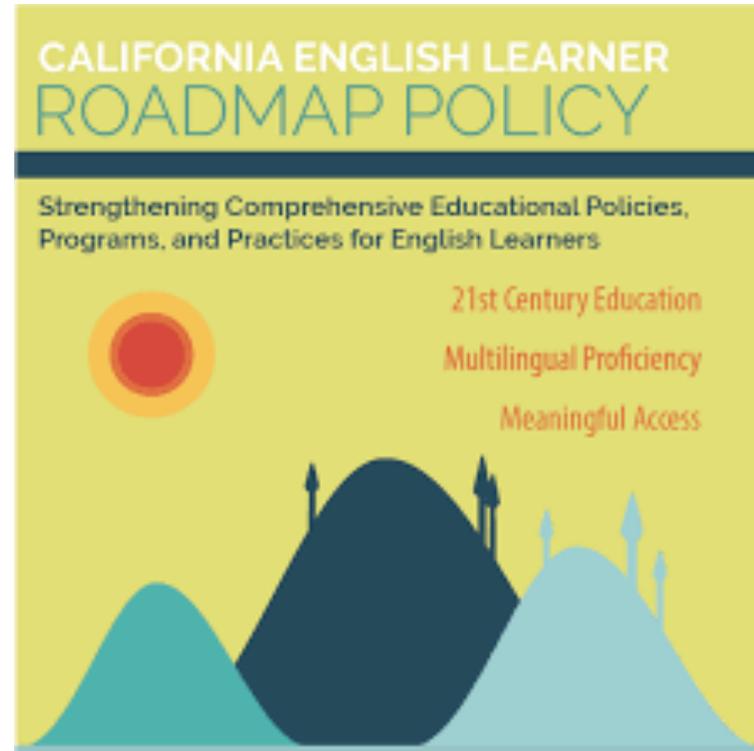
Topics to be Addressed Today

- » The importance of early language and literacy development for young multilingual and English Learner students
- » The need for home-school connections during distance learning
- » Recommendations and activities for families and caregivers of young multilingual and English Learner students to develop language and literacy at home

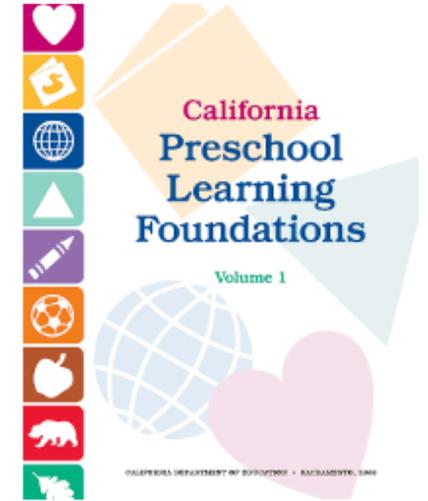
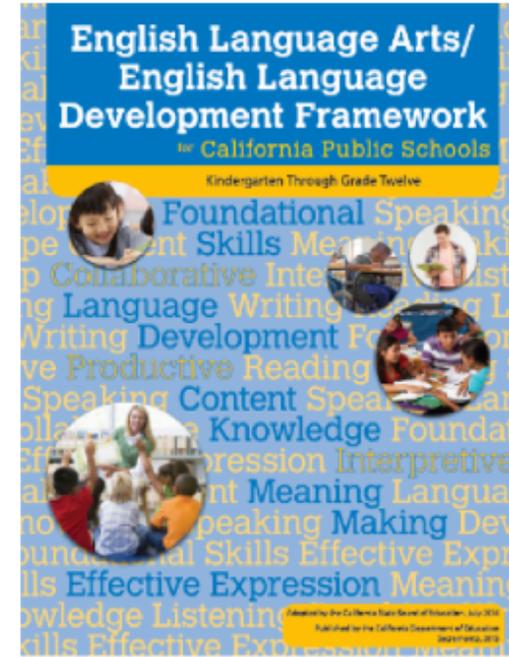
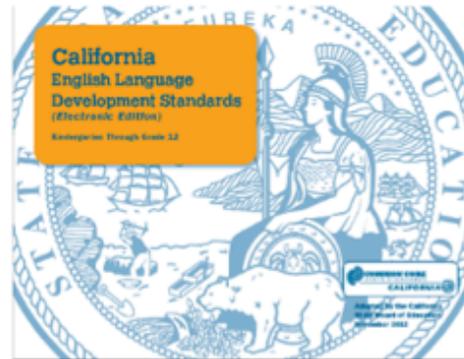
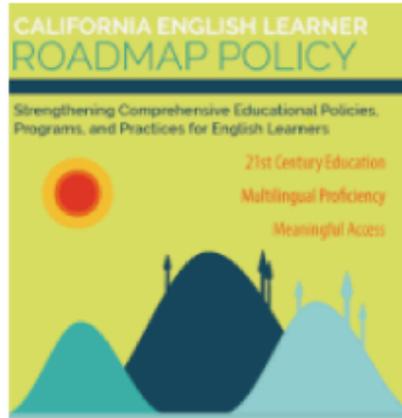
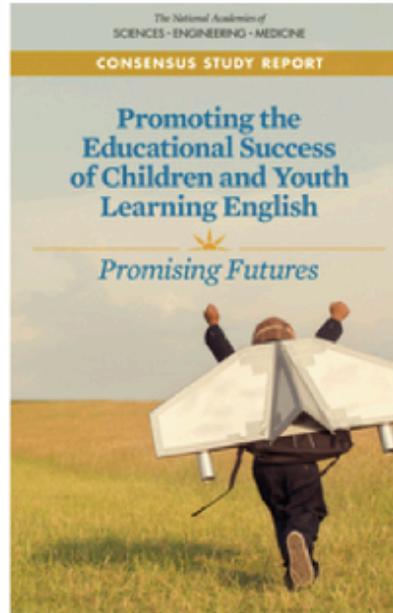
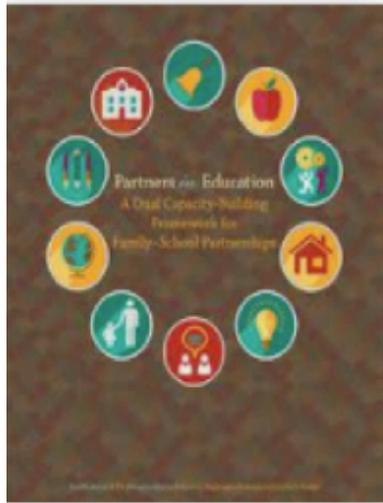


California English Learner Roadmap Policy: Vision

- » English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.



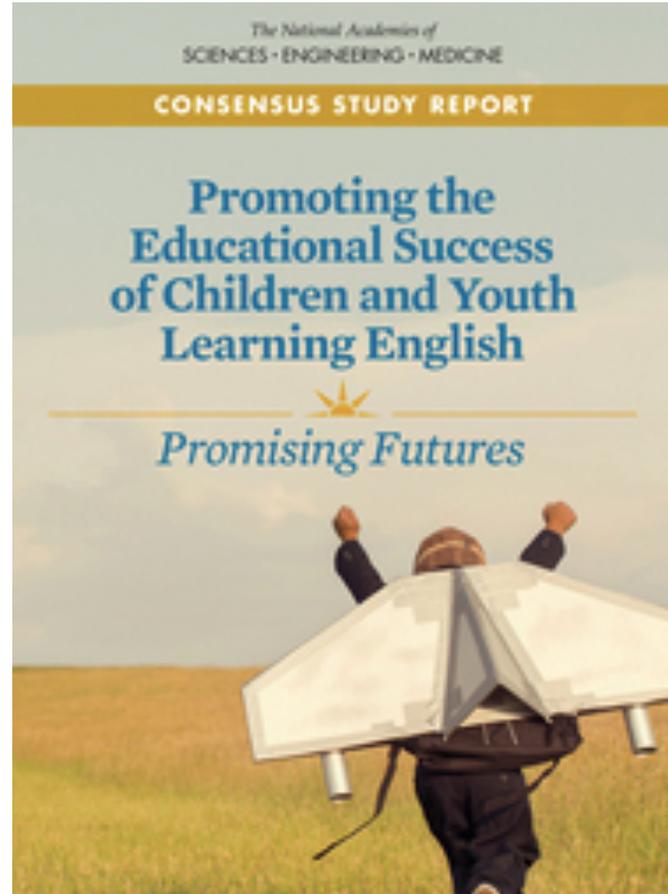
Research on Language and Literacy Development



Advocating for Young Multilingual and English Learner Students

“If young children lack sufficient opportunities to acquire language, persistent, lifelong language deficits may result.”

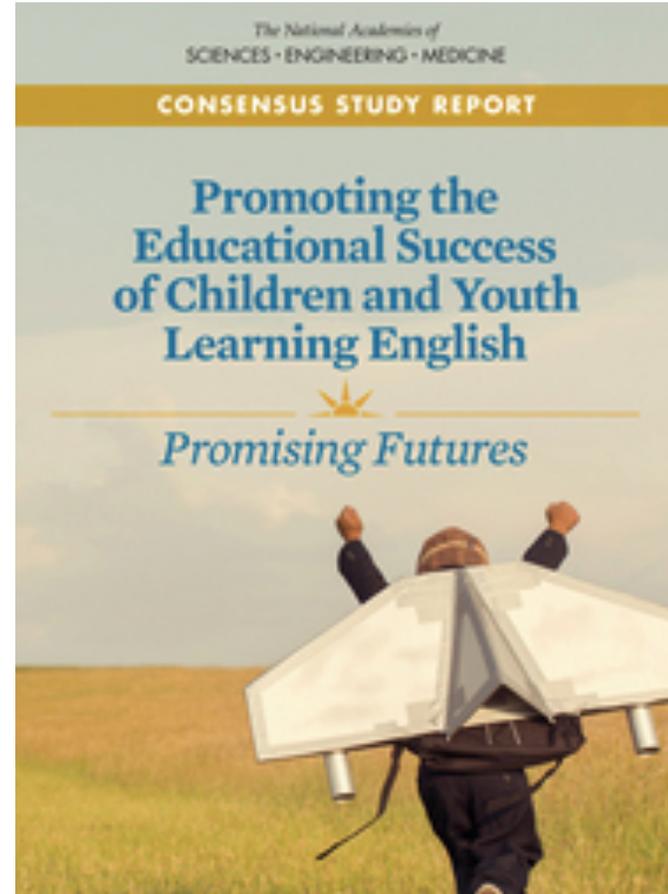
(National Academies of Sciences, Engineering, and Mathematics, 2017)



Acknowledging the Importance of Home Language

Studies on cross-language transfer indicate significant relationships between performance in English Learners' L1 and L2 in word reading, spelling, vocabulary, comprehension, and reading strategies.

(National Academies of Sciences, Engineering, and Mathematics, 2017)



Language and Literacy Development

“Transitional kindergarten, kindergarten, and grade one instruction places a premium on language development for all children. Because language is acquired largely through exposure to and purposeful use of language in a range of meaningful contexts, teachers establish language rich environments for children.”

(CA ELA/ELD Framework, chapter 3, p.142)



Guiding Principles for Partnering with Families of Young Multilingual and English Learner Students During Distance Learning

When planning and supporting families during distance learning, we must ensure our approach is:

- » asset-based;
- » culturally responsive; and
- » respectful to families.

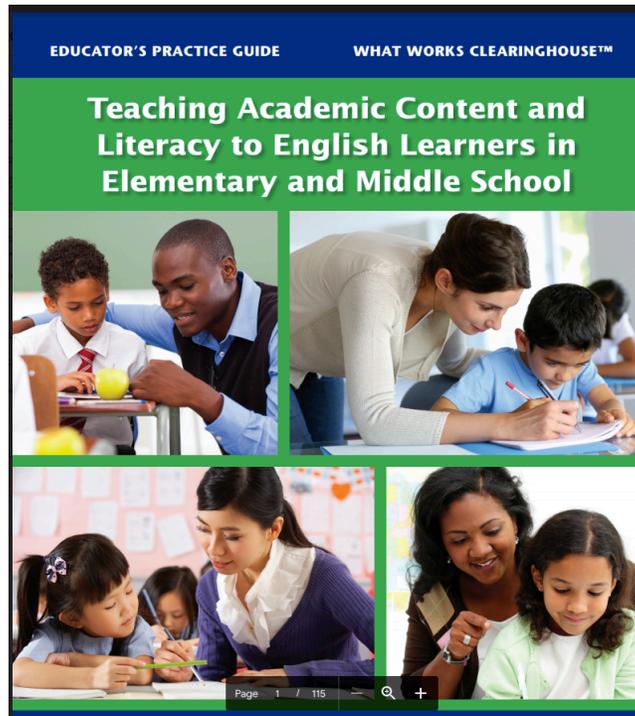


Where to Begin

- » We can help families of young multilingual and English Learner students by:
 - > honoring that families have language and literacy skills in their home language;
 - > asking families their preferred mode of correspondence;
 - > creating and maintaining a relationship; and
 - > providing opportunities for families to communicate their questions and concerns.



Recommendations to Support Language and Literacy Development for Young Multilingual and English Learner Students



Families and caregivers can use their home language or English to:

- > have a conversation and ask questions about what they hear, read, or do;
- > talk, draw, or write about experiences using new vocabulary and stretched language; and
- > ensure children have opportunities to practice using new vocabulary and stretched language on their own (orally and or in writing).



Addressing the Need for Supporting Families of Young Multilingual and English Learner Students



- » Problems of practice:
 - > Families may not speak or read in English.
 - > Families might not feel comfortable engaging in language and literacy tasks with their children at home.
 - > Families might not understand how using their home language supports young English Learners with language and literacy development that transfers to English.



Families May Not Speak or Read in English (1)

- » Understand communications dynamics
- » Technology-based
- » No-technology types



Families May Not Speak or Read in English (2)

Technology-Based Communication

- » Utilize language-based applications, e.g., TalkingPoints, Google Translate, Remind.com
- » Check with school and district to translate when possible
- » Utilize family members for translation when possible
- » Communicate through media or social media



Families May Not Speak or Read in English (3)



No-Technology Communication

- » Send information in the mail
- » Make resources and information available during food distribution
- » Share through community-based organizations, e.g., recreation center, library
- » Create pick-up/drop-off opportunities



Families Might Not Feel Comfortable Engaging in Language and Literacy Tasks With Their Children at Home (1)

- » Host a web-based meeting for families and caregivers to model how they can support their children at home and model fun learning activities



Families Might Not Feel Comfortable Engaging in Language and Literacy Tasks With Their Children at Home (2)

- » Encourage families and caregivers to join online lessons with their children to learn together



Families Might Not Feel Comfortable Engaging in Language and Literacy Tasks With Their Children at Home (3)

- » Use FaceTime, WhatsApp, or other apps to check in with students and families regularly



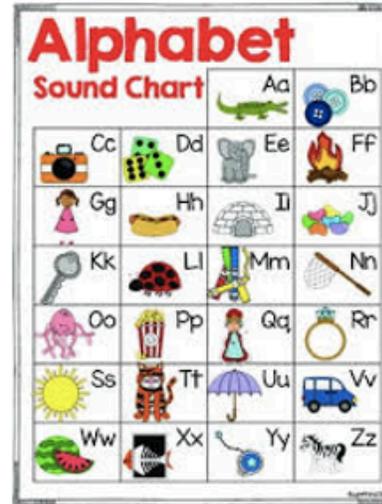
Families Might Not Feel Comfortable Engaging in Language and Literacy Tasks With Their Children at Home (4)

- » Create a personal YouTube channel where you post recordings of yourself and links to stories, songs, or chants that are appropriate to share with families and caregivers



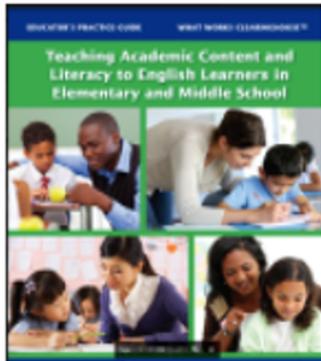
Families Might Not Feel Comfortable Engaging in Language and Literacy Tasks With Their Children at Home (5)

» Record yourself engaging in learning activities families can watch and replicate at home



Families Might Not Understand How Using L1 Supports Development of L2 (1)

Model a Fun Activity – Describe an Object

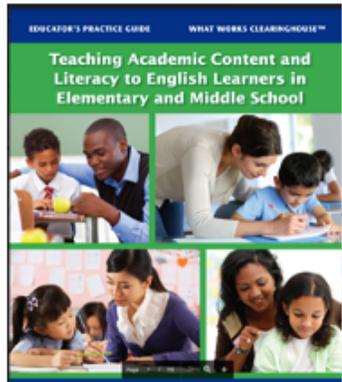


- » Step 1: With your child, gather up to 5 objects from around the home and hide them.
- » Step 2: Describe one of the objects in English or in your home language and ask your child to guess what the object is.
- » Step 3: Switch—now, it is your child’s turn to choose an object to describe while you guess what it is.
- » Step 4: Repeat the steps until you have gone through all the objects.
- » Step 5: Have your child draw one of the objects and describe it—orally or in writing—in English or your home language.



Families Might Not Understand How Using L1 Supports Development of L2 (2)

Model How Everyday Life is an Opportunity to Develop Language: Making Food Together

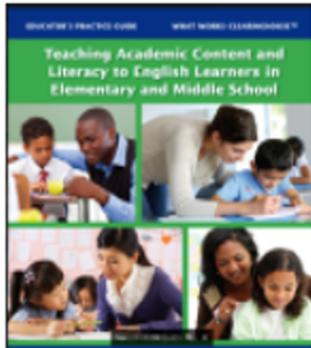


- » Step 1: Decide on a meal to cook together with your child.
- » Step 2: Ask your child to write, draw, or tell you the recipe, in order, as you explain the steps to them. This can be done in English or in your home language.
- » Step 3: Ask your child to read or repeat what you say to them. For example, first, second, then, finally or say the recipe back to you.
- » Step 4: Have your child tell you or write down the ingredients and then draw and/or act out the steps in the order they happen.



Families Might Not Understand How Using L1 Supports Development of L2 (3)

Model Playing a Game



- » Step 1: Create an experience with your child. For example, choose a game to play with your child.
- » Step 2: Play the game.
- » Step 3: Ask questions about their experience. For example, what did you like? What did you do?
- » Step 4: Use your home language or English as you ask your child to talk, draw, or write about an experience.

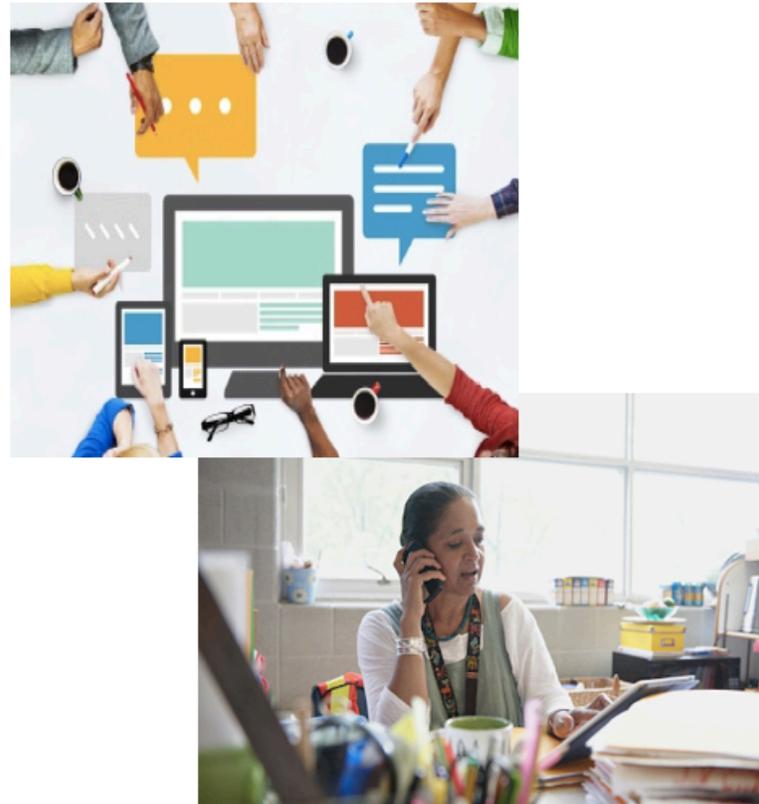


Connect and Reflect

Language and Literacy-Based Activities:

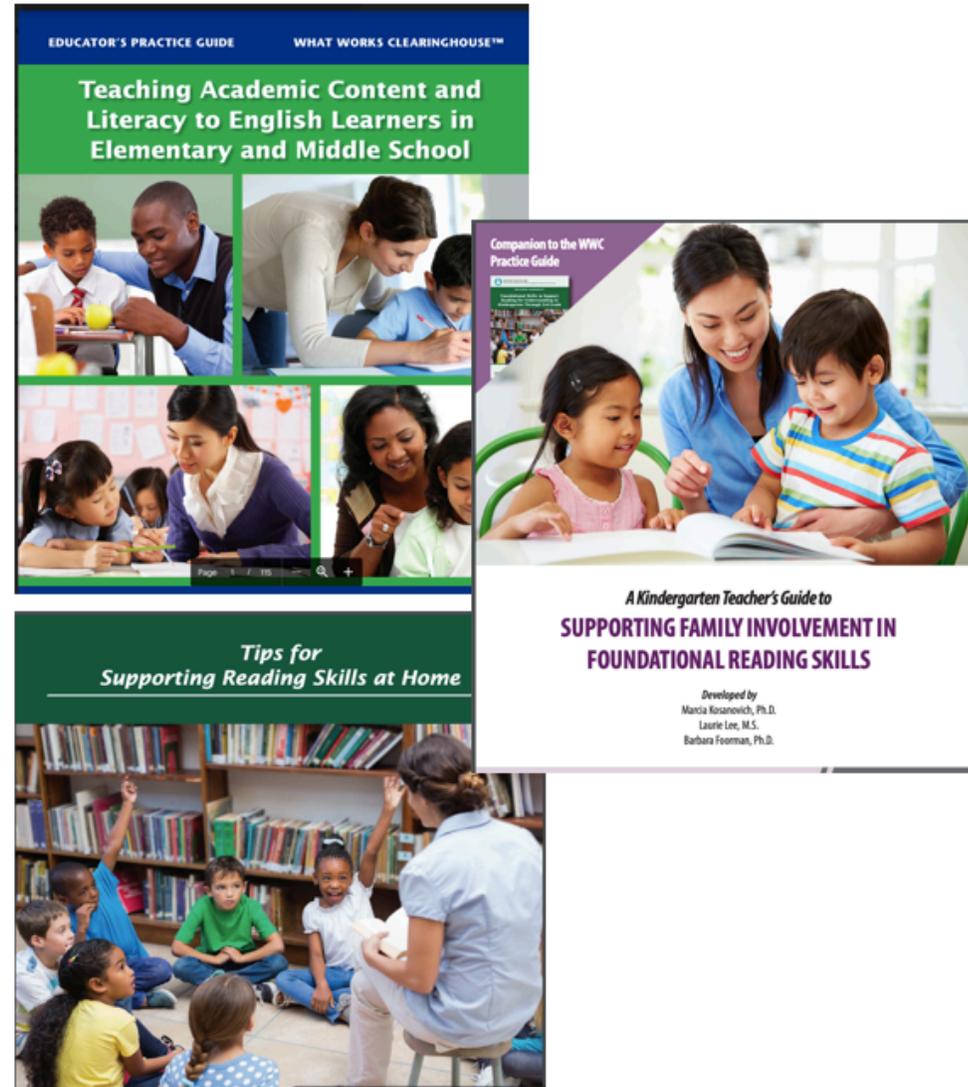
- » Have a conversation and ask questions about what they hear, read, or do
- » Talk, draw, or write about experiences using new vocabulary and stretched language
- » Ensure children have opportunities to practice using new vocabulary and stretched language on their own (orally and or in writing)

Forms of Communication with Families of Multilingual and English Learner Students



Resources

- » The Families Companion Guide to Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (In production, June 2020)
- » Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills (January 2020)
- » Tips for Supporting Reading Skills at Home
- » Link to Webinar





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Thank you!

Questions?
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