Extending the Book Experience:
Strategies that Promote Language and Literacy Development in Dual Language Learners

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A strong foundation for reading success supports happier, healthier children… during childhood… and into adulthood.

Did you know…

LITERACY IS THE SINGLE, STRONGEST PREDICTOR OF ADULT HEALTH.
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Goals

I. Maximize opportunities for language and literacy development before, during and after a shared book experience.

II. Develop age-appropriate activities that support dual language learners.
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II. Develop age-appropriate activities that support dual language learners.

III. Apply strategies within the learning environment.

Myth or Fact?

Dual Language Learners (DLLs) represent one of the largest growing populations in the U.S.
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Learning more than one language confuses young children or leads to developmental delays.

Supporting a child's home language in the educational setting will interfere with the acquisition of English.

Research shows that the book experience is the element of instruction that can have the highest impact on children who are learning the English language.
Tips for Success...

- Concept Books
- Fiction and Non-Fiction
- Poetry
- Photographs
- Illustrations
- Variety of font
- Repetitive Phrases
- New Vocabulary
- Dialogue
- Bilingual Books
Poll Question

1. Identify Vocabulary Words

- *Just Right* Words
  - Is this word important for story comprehension?
  - Is this word related to other words or concepts we have learned?
  - Can children use this word in conversations?
  - Is this word repeated in other texts?
Tips for Success...

If you feel comfortable with the languages of your DLLs, translate the words in their home language(s) as well.
1. I conduct picture walks with small groups of DLLs prior to reading the book to the whole group.

1. I use picture walks to introduce and review vocab words.

1. I use picture walks to activate prior knowledge in English and in the home language.

1. I model verbal and non-verbal communication, listening skills, and positive interactions between adults and peers.

1. I encourage children to share their individual connections to the story topic, theme, characters, etc.
Picture Walk Checklist

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- Introduce new words.
- Allow predictions.
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- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.
- Ask questions about the pictures/illustrations.
- Assess background knowledge.

 Modifications for Infants and Toddlers
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- Since language acquisition skills are not fully developed by this age, you will lead the discussion.

- Voice your comments and think aloud as you model book exploration.

- Once children reply, recognize and respond to their attempts.
Poll Question

Background Knowledge
These questions explore knowledge about a topic, theme or word.

What can you tell me about...

How did you know?

Can you think of another way...

Connection
These questions explore the real life experiences of children.

Have you ever...

Why did you...

How did that make you feel?

What does this remind you of?

3. Identify Questions and Prompts

Awareness
These questions and prompts assess whether children are aware of what is happening in the story.

Who, what, where, when, why and how?

Touch the...

How many are in this picture?

Tell me what happened.

Prediction
These questions allow children to express their ideas about what will happen throughout the story.

What will this story be about?

What will happen next?

What would happen if...

Book Knowledge
These questions and prompts assess whether children are aware how books work.

Touch the front cover.

Touch the back cover.

What does the author write?

What does the illustrator draw?

Show me how you hold this book.

Where do we begin reading?
Tips for Success...

- Be sure to scaffold the questions and prompts.

- Use a balance of open-ended and closed-ended questions.

- Accept non-verbal responses to questions and prompts.
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- Use a balance of open-ended and closed-ended questions.
- Accept non-verbal responses to questions and prompts.
- Be intentional.

- Do not ask all 10 questions during the same book experience.
Modifications for Infants and Toddlers

- Provide young learners with additional time to respond.
- It may be necessary to provide verbal assistance in order to prompt their thought processes.
- Promote back-and-forth conversation by expanding and/or elaborating.
4. Teach **Foundational Literacy Skills**

- **Phonological Awareness**
  - syllables
  - rhymes
  - beginning sounds
  - compound words

- **Print Concepts**
  - words vs. letters
  - pictures vs. words
  - left to right tracking
  - punctuation

- **Early Writing**
  - drawing
  - labeling
  - writing
Let's Reflect

1. I use graphic organizers to link background knowledge to vocabulary and concepts from the read aloud.

1. I use graphic organizers before or after reading.

1. I am familiar with the benefits of graphic organizers.

DLL Action Plan

Tips for Success...
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▪ Make It Multisensory!  
Children should be able to use multiple senses while exploring foundational literacy skills.

See It! Hear It! Do It! Touch It!

▪ Keep the activity simple and FUN!

▪ Introduce the literacy activity after a book experience.
Thank You!

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