

# **Supporting Literacy Through Family Partnerships for Marginalized and Immigrant Communities**

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Read to Succeed Early Childhood, 2021

**SUPPORTING FAMILY LITERACY THROUGH FAMILY PARTNERSHIPS**

# AGENDA

three suggestions:

- 1) Engaging families and community
- 2) Identifying preliteracy needs to plan curriculum
- 3) Selecting instructional materials

# 1) Engaging families & community

- Build a common understanding of family & community
- Build a culture bridge
- Build trusting relationships thru effective communication
- *Engage families and community in data conversations*

(Garcia, et al., 2016)

# 1) Engage families & communities in data conversations

Middle class children enter preschools with 4,000 – 6,000 word banks.

Low SES, immigrants, EIs enter preschool with 1,000-3,000 word banks. (The gap)

Low SES children hear **one** positive affirmation for every **four to 6** negative ones.

**One** negative affirmation often takes **six** or more positive experiences to undo its harm.

# 1) Share about the gap

- ✓ Child rearing practices, adult interactions are key
- ✓ Positive affirmations enhance children's self confidence, encourage play/experimentation, develop a growth mindset
- ✓ Children with larger vocabulary banks learn faster and more words during the academic year
- ✓ Vocabulary banks are early predictors of literacy
- ✓ Vocabulary instruction needs to be formal & aggressive to close the gap

## 2) Identifying preliteracy needs to plan curriculum

Much more time is needed

- to assess the needs of children,
- to appreciate differences in cultural and language practices of the home, and
- to hear parent preferences and goals.

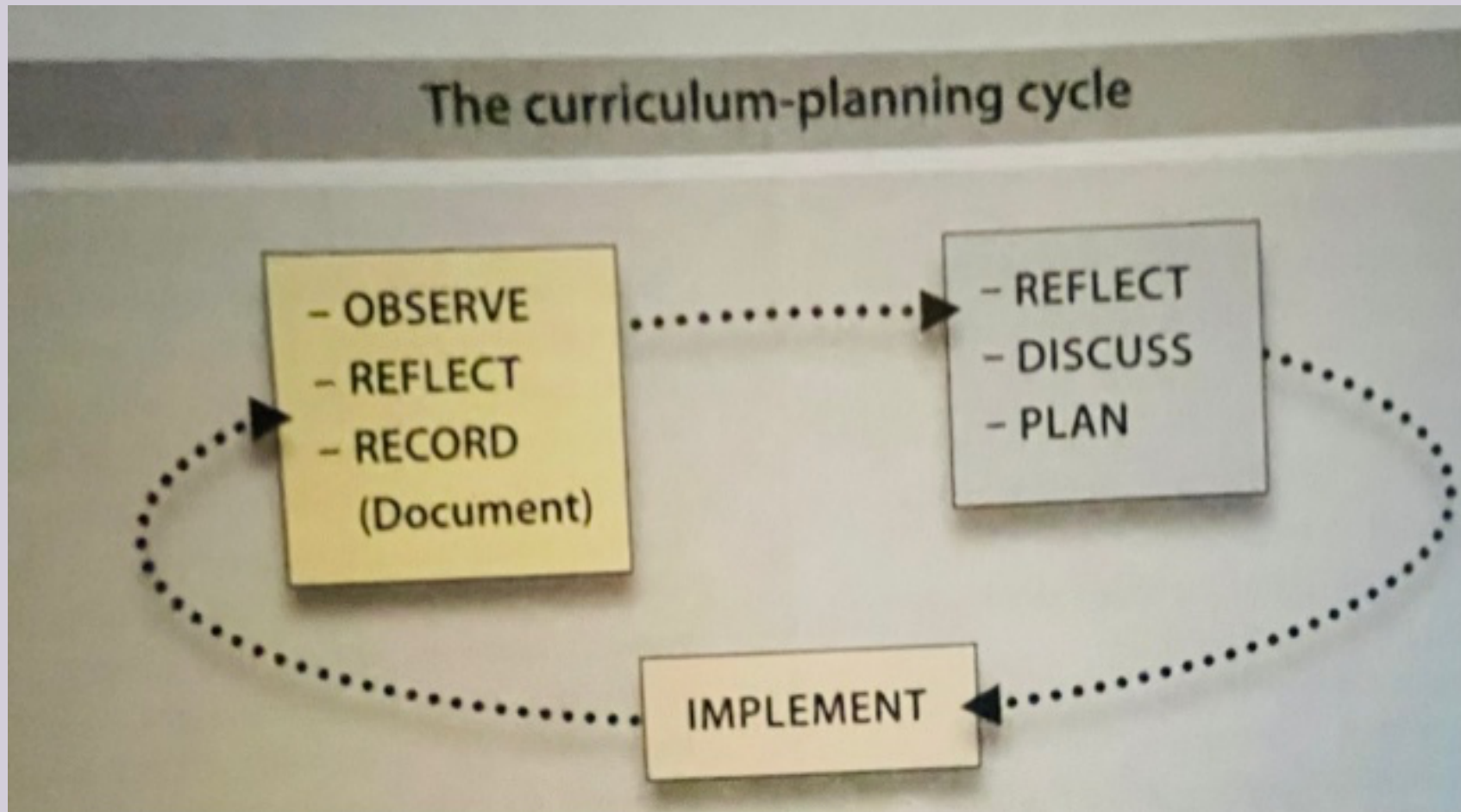
#### **SAMPLE FAMILY INVENTORY**

**Considerations.** The results of a family inventory provide basic information to plan curriculum and instructional strategies. Asking families about their child rearing practices provides an important opportunity to build common understanding and cultural bridges. To build trusting relationships, it is very important that families understand why the information is needed, discuss issues of confidentiality, and know how the results will be shared.

**There are no national standardized instruments to accurately assess pre literacy levels of entering preschoolers or English Language learners (ELs)**

(Chat Box – Review & comment 3 minutes)

## 2) Curriculum- planning -Rethink where to begin





## **2) Drafting Family Inventories: Outline themes to correlate with instructional foundations, domains**

**Regarding wellness of child, family, teacher (SEL)**

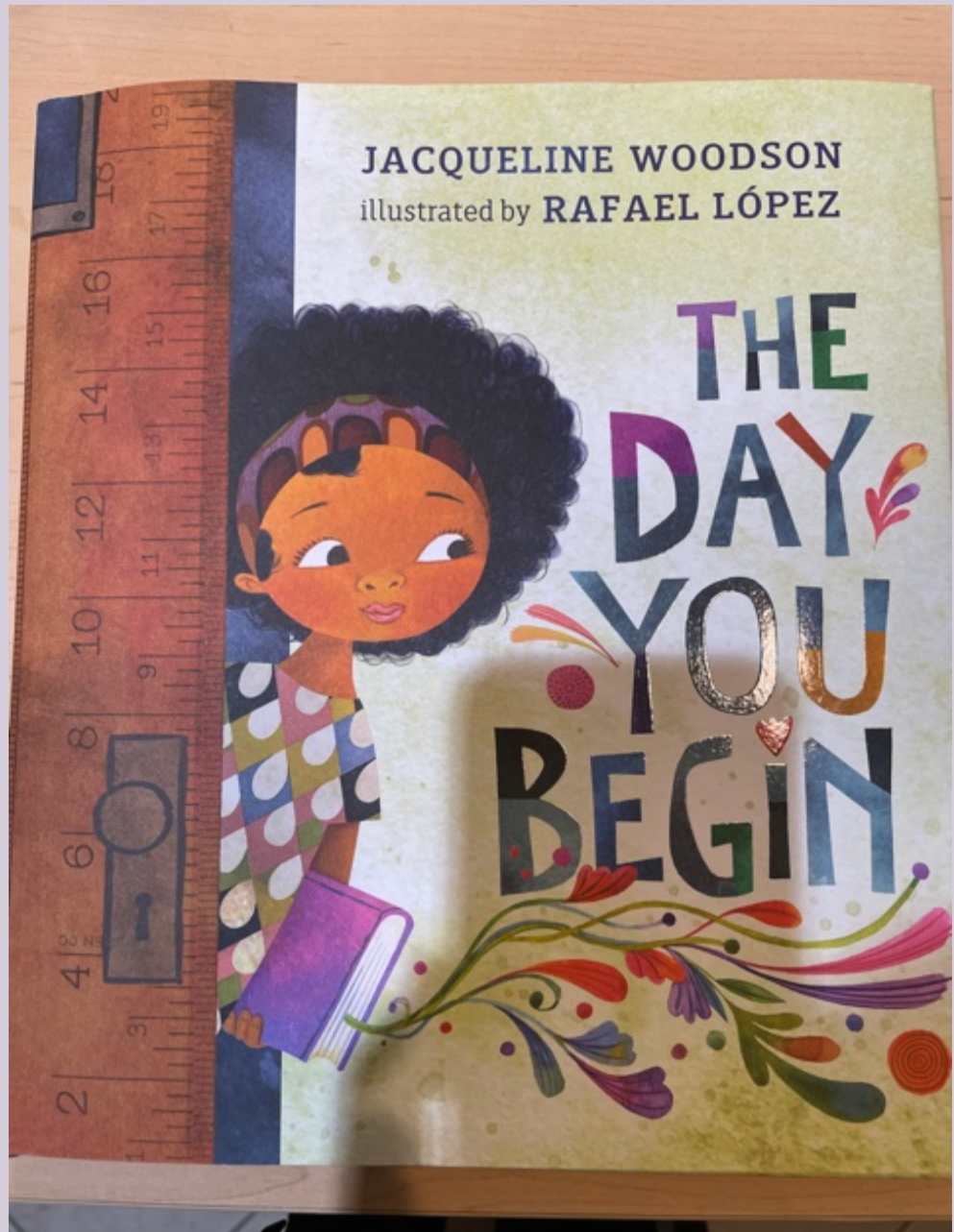
**Regarding preliteracy practices**

**Regarding listening & speaking**

**Regarding language (s) spoken in the home**

### 3) Criteria for selecting materials and books – those with legs

- multiple lessons & build skills
- available various languages, and media
- encourage non-fiction, real and concrete applications in daily life
- used at home to reinforce lessons



***The Day you begin*** by Jacqueline Woodson, Illustrated by  
Rafael Lopez, Manufactured in China,

## **I. Beautiful illustrations**

Spanish and English versions

You Tube videos with variety of readers

## **II. Stop and inject “mini lessons”**

multiple themes (SEL)

address multiple developmental foundations

## 3) Criteria for book selections

### III. Build literacy

#### language patterns

when you walk...quite like you...like you...

“There will be times when...”

#### vocabulary

strange, unfamiliar, curl, blooming, empty

#### grammar

? ! . , “ ...”

## **3) Criteria for book selection**

### **IV. Incorporate important SEL themes**

insecurity, differences, similarities, empathy, curiosity, participation, new friendships

### **V. Engages parents and community**

Easy use by parents or siblings to preview, build vocabulary and re enforce daily center activities



There will be times when you will walk into a room and no one there is quite like you.

Maybe it will  
be  
your skin,  
your clothes,  
or  
The **curl** of your  
hair.







There will be times when no one understands ... the beautiful language of the country you left behind.

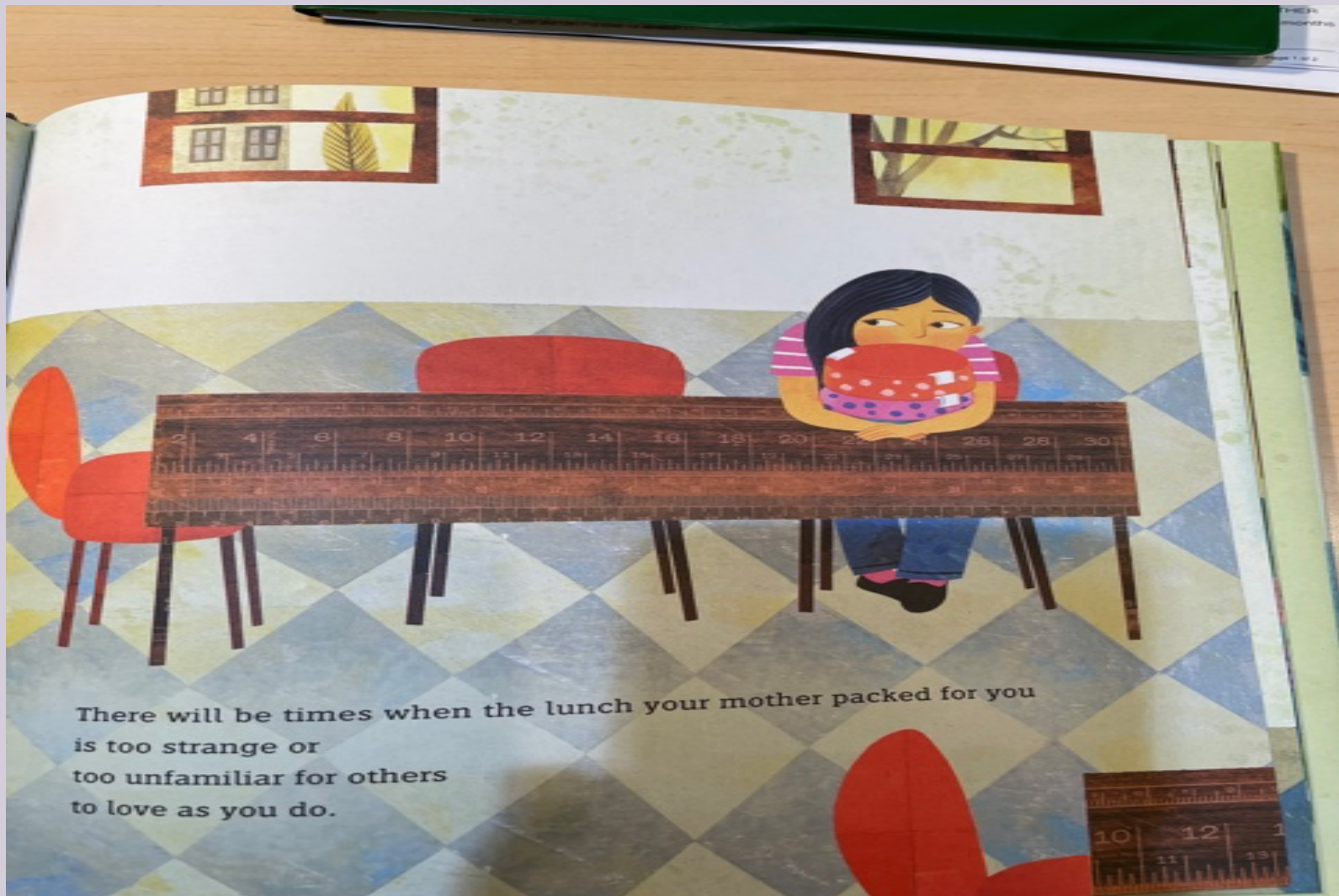
“My name is Rigoberto. We just moved here from Venezuela.”

And because they don't understand, the classroom will fill with laughter until the teacher quiets everyone.

“Rigoberto.  
From Venezuela,”  
your teacher says so  
soft and beautifully  
that  
your name and  
homeland  
sound like flowers  
blooming the first  
bright notes.



There will be times when the lunch your mother packed for you is too **strange** or too **unfamiliar** for others to love as you do.



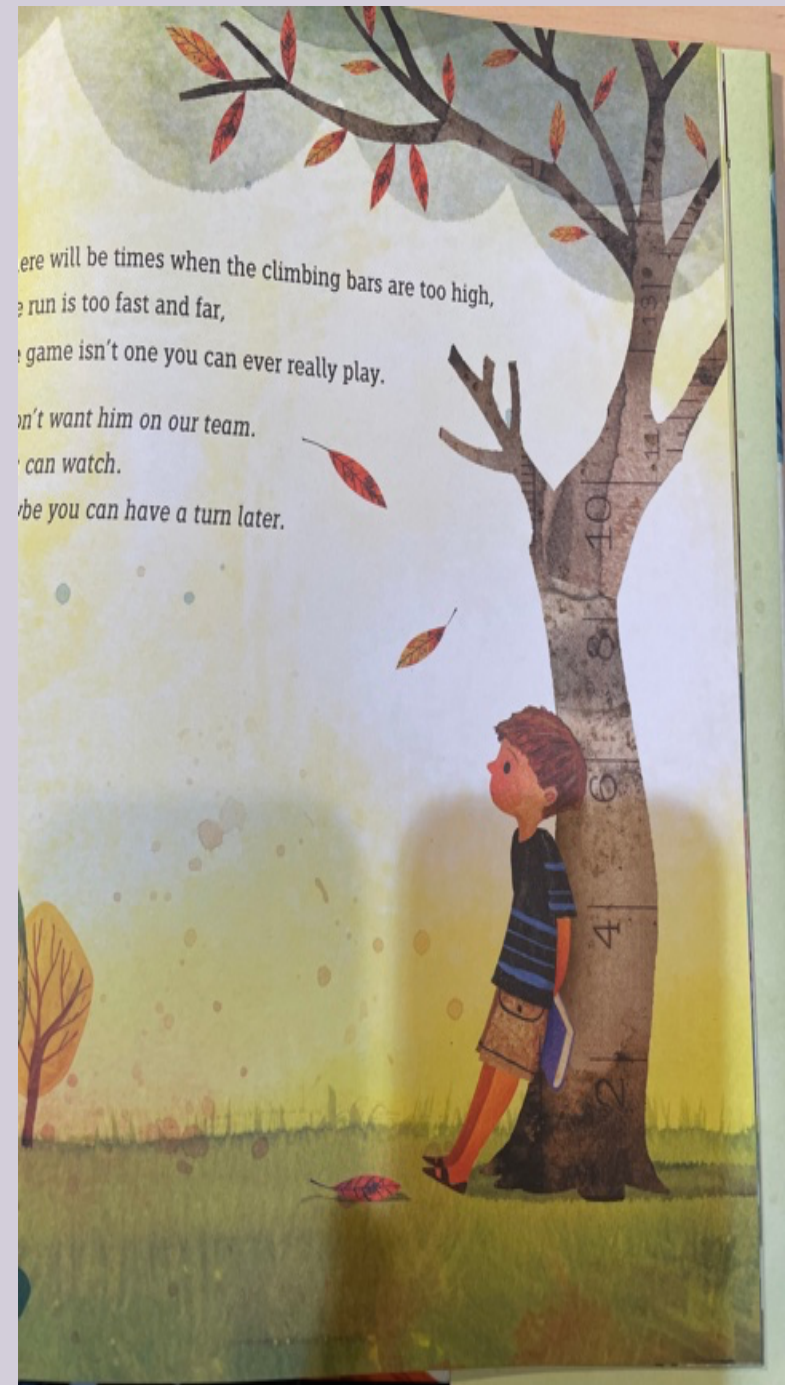
There will be times when the lunch your mother packed for you is too strange or too unfamiliar for others to love as you do.

There will be times when  
climbing bars are too high,  
The run is too fast and far,  
The game  
isn't one you can ever  
really play... And you will hear,

*“I don't want him on our team.”*

*“You can watch.”*

*“Maybe you can have a turn  
later.”*



There will be times when  
the world feels like ...  
all that stands  
besides you is  
your own brave self –



OR →



This is the day you begin...

Where every new friend has something a little like you – and something else so fabulously not quite like you at all.

“My name is Angelina. I spend my whole summer with my little sister.”  
“Your name is like my sister’s”... Rigoberto says.  
“Her name is Angelina too.”



And all at once, in the room where no one else is quite like you,  
the world opens itself up a little wider to make some space for you.

# Chat Box- think & quick write

What have I heard so far? What ideas can I use?

or

Give me an idea to improve my  
recommendations

(3 minutes)

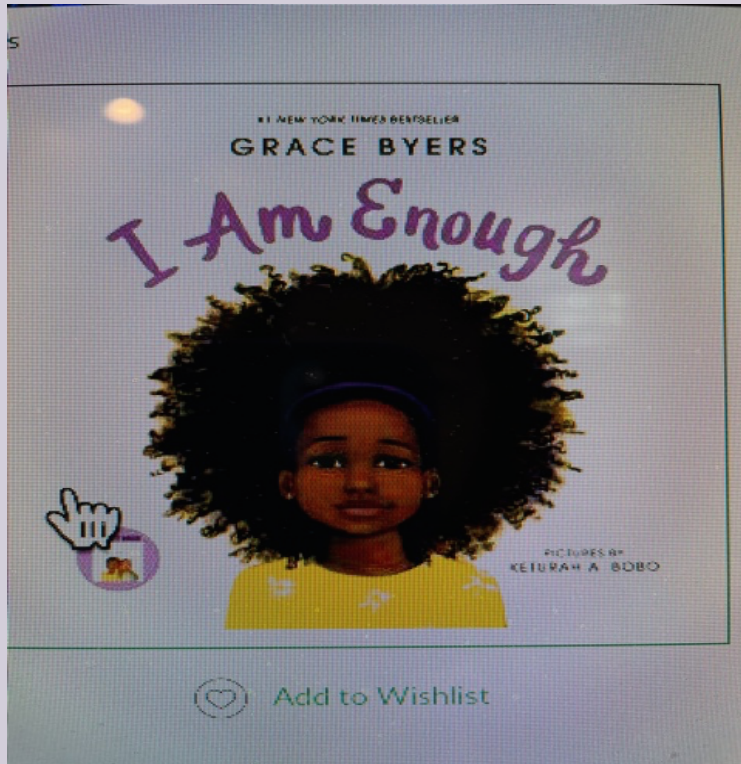


# build cultural bridges

- Before COVID-19,  
more than half of 10-year old children in the world could not read or comprehend simple pages at grade level.
- Families say,  
that they are excited, optimistic about their children resuming formal learning.
- Teachers and educators know,  
they will take care of mental, emotional health, and the academic needs of children;  
will be gentle, forgiving with selves, staff, parents, and community.  
Educators know that they are not alone!

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Responses to Chat Box  
Questions?  
Suggestions?



...about loving who you are,  
respecting others, and being  
kind to one another...

We are all here for a purpose.  
We are more than enough.  
We just need to model it and  
believe it.

#1 New York Times bestseller & Goodreads Choice Awards.

THANK YOU!

Maria N Trejo  
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## SAMPLE FAMILY INVENTORY

**Considerations.** The results of a family inventory provide basic information to plan curriculum and instructional strategies. Asking families about rearing practices provides an important opportunity to build common understanding and cultural bridges. To build trusting relationships, it is very important that families understand why the information is needed, discuss issues of confidentiality, and know how the results will be shared.

### **Regarding wellness of child, family, and teacher (SEL)**

- What is the most important thing you want me to know about your child?
- What is your major goal for your child this academic year?
- In what ways are you available to help me help your child?
- What would you like to know about me, as the teacher of your child?

### **Regarding preliteracy practices**

- Tell us about children stories or books that you share with your child.
- Do you sing to your child? Does he/she sing the words to the songs?
- Tell us about family experiences outside the home, such as trips to the zoo, parks, museums, stores, restaurants, camps, ocean, or music events.

### **Regarding speaking and listening**

- Do you have conversations with your child? Do you complement him/her? Do you encourage him/her to ask questions?
- Is your child talkative? Does your child speak in complete sentences?
- Does your child understand subtleties in language use such as (1) a command, a request, a favor or (2) front, back, besides, between, under?
- Does your child know his/her full name, names of various family members, address, phone number, colors, numbers, shapes?

### **Regarding language(s) spoken in the home**

- What language(s) does your family and children speak at home?
- Does your child understand and speak more than one language?
- In what language would you prefer your child receive instruction?

This is a sample Family Inventory for use and adaptation by the participants. Draft by Maria N. Trejo, Ed.D on July 15, 2021, at mtrejo47@att.

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