



Strategies for Promoting Language and Literacy in Diverse Populations

Presented by:

***Jean C. Brown, M. Jeanne Wilcox, Dawn Cosgrove Greer
Shereen Thomas, Miriam Garland***

Website: <http://icrp.asu.edu/>

ASU-Piper Trust Preschool Language and Literacy Project CURRICULUM & ASSESSMENT TOOL

Preschool-Day Care Site: _____

Teacher/ Aide: _____ Date: _____ Lead Teacher: _____

ASU Coach: _____

R: Rarely **S:** Sometimes **O:** Often

GOALS	MODULE I	R	S	O	MODULE II	R	S	O	MODULE III	R	S	O
Oral Language	Interact at child's level				Use words to express important concepts				Ask open ended questions			
	Use the correct word for objects/events in environment.				Demonstrate concepts with appropriate props.				Scaffold attempts at verbal problem solving.			
	Use parallel talk and self-talk.				Define words verbally				Encourage children to talk through their actions as they problem solve.			
	Demonstrate concepts with appropriate actions				Give examples of words to extend understanding				Provide opportunities for children to act out stories with peers			
	Participate in and encourage pretend play				Repeat unfamiliar words often during an activity							
	Make comments and ask questions to continue conversations.				Add personal reflections to ongoing conversations							
	Repeat child's ideas/utterances				Encourage participation in conversation							
					Provide positive feedback when children use new language							
					Relate events in a story to other ideas /events							
					Relate current conversations to other experiences.							
				Create problems in the environment for children to solve.								

*Not to be reproduced without written permission of M.Jeanne Wilcox of the Infant Child Research Programs at Arizona State University, Tempe, AZ.

GOALS	MODULE I	R	S	O	MODULE II	R	S	O	MODULE III	R	S	O
					Children have props for story time							
					Children retell story to group w/out props							
Facilitate Interaction	Create a need to request, negotiate, and bargain with peers by limiting the number of materials at dramatic play, art, music, and on the playground.				Encourage children to use choices when talking with their peers.				Teach the children specific ways to ask for help, share toys, take turns and express emotions such as happiness, sadness, joy anger and frustration.			
	Encourage children to greet peers and to use social conventions such as please and thank you.				Encourage peers to model role-playing by providing props and core vocabulary during dramatic play.				Facilitate the asking of WH-questions during structured circles. E.g. assign roles in dramatic play, or blocks or gross motor activities.			
	Facilitate parallel and cooperative play by restricting the number and type of toys to a certain area; dramatic play or art to enhance parallel and cooperative play								Encourage peers to "tutor" their non-typical peers by modeling linguistic and other behaviors during high structured activities.			
	Provide the children opportunities to work together in groups of two to three when setting up group activities such as cooking and setting the table for snack time.											
2nd Language Acquisition	Reduce rate of speech				Respond to a child's non- verbal cues to initiate communication.				Use visuals to support what is being said.			
	Provide instructions slowly and clearly.				Say the same message in different ways when utterance is not understood.				Provide children with opportunities to express their ideas using manipulatives/ props.			
	Give a child enough time to respond/comment when asked a question.				Use peer translators when the child does not understand				Give the child an opportunity to direct the activity/interaction as much as possible.			
	Encourage children to give peers enough time to respond to questions during group interactions.				Check for comprehension of what was said.				Verbally provide child with options when child is not able to answer.			

GOALS	MODULE I	R	S	O	MODULE II	R	S	O	MODULE III	R	S	O
	Allow a child time to initiate or continue a conversation				Use scripted lang. through out the daily routine							
	Use gestures to support what is being said.											
Print Awareness	Play areas are labeled				Read the same story several times during the week.				Extend the story theme throughout the play areas.			
	Related books are available in all play areas.				I identify parts of the book when introducing the story				Compare words/children's' names to identify sounds that are same and different			
	Children's cubbies are labeled with their names.				Common signs are used inside and outside.				Encourage child participation in reading the story to others.			
	Discuss visual cues that may tell about the story.				Vary the way the book is presented				Share personal anecdotes about reading at home and at other places.			
					Sing alphabet song in various ways.							
Writing Skills	A defined space is avail as the writing area with necessary materials.				Encourage children to label their artwork with a title and their names.				Children have a sign-in sheet for attendance, use of the computer, etc.			
					Writing materials are available in all areas.				Encourage writing in various media-sand, chalk board, finger paints, etc.			

GOALS	MODULE I	R	S	O	MODULE II	R	S	O	MODULE III	R	S	O
Phonological Awareness	Encourage children to respond to rhythm or prosodic element when saying nursery rhymes, songs, and finger plays by clapping and dancing to the beat. Ask questions: "Do these words rhyme?" "Which words rhyme?" "What words rhyme with?"				Select books that use continuous sounds rather than stops. Sounds such as s-s-snake. Ask, "What word does that make?" Placement cues used to give visual stimuli or varying the rate of the model that is fast or slow.				Encourage the use of compound words, ex: base- ball, ball game, snack-time.			
	Use rhyming words during high structured activities such as initial and closing circles as well as during ring games				When modeling the words for the children separate the word into salient parts such as b-at and question" What word does that make?"				Use songs where the children can tap out the number of syllables in their names or words and eventually say the number of syllables found in the word.			
	Emphasize the initial sound in the title of the books while pointing to it.				When modeling the words for the children separate the word by clearly <i>enunciating each phoneme</i> such as k-a-t and question" What word does that make?"				Use storybooks with repetitive phrases and rhymes as well as salient target sounds and repetitive carrier phrases. Ex. Duck Stuck in the Muck, etc. model the production of the words into syllables.			
	Point out the initial sound in children's names during roll call when looking at printed names								Use core vocabulary words that can be segmented into their parts throughout the daily routines			
	Select sounds (phonetic) and symbols (alphabet) that correspond when planning high structured activities (e.g., celery, soap = "s")											

