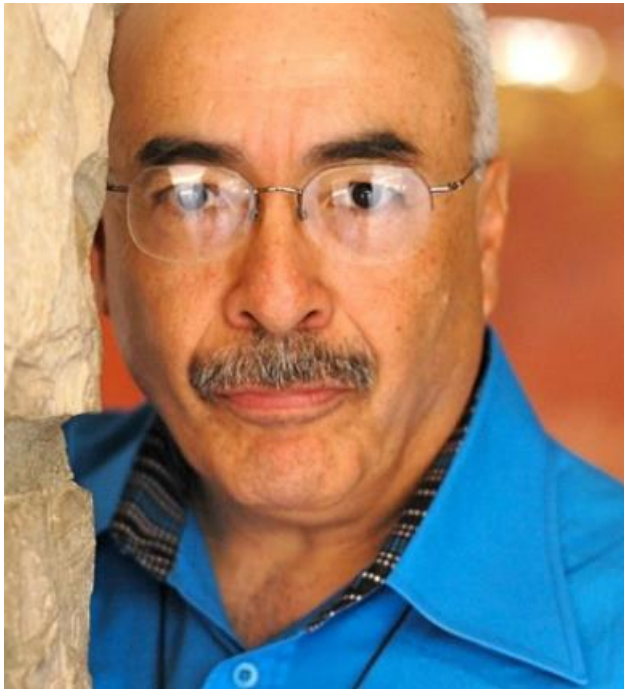


Let's us gather in a flourishing way

Poet Laureate
Juan Felipe Herrera
First Latinx



Let us gather in a flourishing way
with sunluz grains abriendo los cantos
que cargamos cada día
en el young pasto nuestro cuerpo
para regalar y dar feliz perlas pearls
of corn flowing árboles de vida en las cuatro esquinas
let us gather in a flourishing way
contentos llenos de fuerza to vida
giving nacimientos to fragrant ríos
dulces frescos verdes turquoise strong
carne de nuestros hijos rainbows
let us gather in a flourishing way
en la luz y en la carne of our heart to toil
tranquilos in fields of blossoms
juntos to stretch los brazos
tranquilos with the rain en la mañana
temprana estrella on our forehead
cielo de calor and wisdom to meet us
where we toil siempre
in the garden of our struggle and joy
let us offer our hearts a saludar our águila rising
freedom
a celebrar woven brazos branches ramas
pedras nopales plumas piercing bursting
figs and aguacates
ripe mariposa fields and mares claros
of our face
to breathe todos en el camino blessing
seeds to give to grow maiztlán
en las manos de nuestro amor

Importance of Vocabulary

- Most of western schooling is done through words
- Knowledge of words is highly related to reading comprehension
- Children demonstrate and are tested their knowledge in school when they use the appropriate vocabulary



Vocabulary Development in DLLs

- Spanish and English vocabularies in preschool predict reading skills in first and later grades (Rinaldi & Paez, 2008)
- Spanish vocabulary development appears to predict English phonological awareness (Anthony et al., 2009)
- Below average receptive vocabulary development in the first language (L1) have been found to hinder cross-linguistic transfer of phonological awareness skills (Atwill, Blanchard, Christie, Gorin, & García, 2010).
- Mancilla-Martinez and Lesaux (2010, 2011) report that vocabulary and syntactic abilities in English and Spanish measured annually explained variations in reading comprehension by fifth grade

Learning New Words

What do these words mean?

Brobdingnagian

Definition

- Of huge size, gigantic, tremendous

Pandiculation

- Stretching or yawning before going to bed and after waking up

Brumal

- Of or characteristic of winter

Complexity of Learning New Words

(Nagy & Scott, 2000)

Incremental	First incomplete
Polysemy	Multiple meanings
Multidimensionality	Multiple forms
Interrelatedness	Words are all connected

Importance of teacher talk

- Preschool teachers' use of sophisticated vocabulary predicted fourth grade reading comprehension and word recognition (Dickinson & Porche, 2011).
- Number and variety of words used by preschool teachers predicts DLLs' vocabulary skills (Aukrust, 2007; Bowers & Vasilyeva , 2011).

What we usually find in the classroom

Wright (2012) found that kindergarten teachers discussed the meaning of words on average only 8.14 times per day and that these discussions were brief and intermittent.



Reading Aloud to Dual Language Learners



Benefits of Reading Aloud

Children learn
vocabulary

- (a) supports comprehension of words that children decode,
- (b) helps children more rapidly recognize words they are decoding,
- (c) fosters phonological awareness skills that also support reading, and
- (d) increases children's understanding of teachers' instruction in reading and other areas ([National Early Literacy Panel, 2008](#)).

Benefits of Reading Aloud

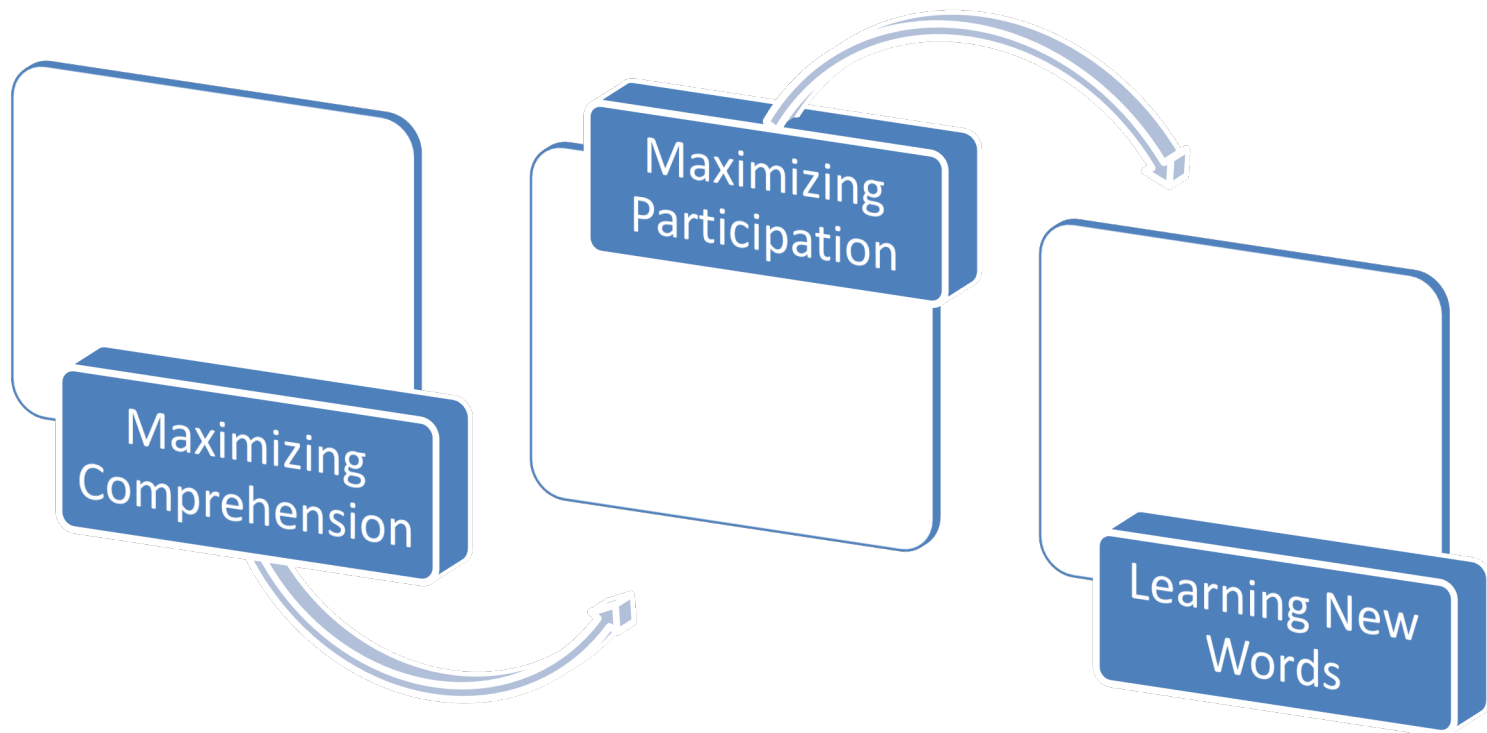
- Offers the opportunity to learn words not part of everyday conversations
- Multiple exposures
- Meaningful and motivating context
- Springboard for discussion or dramatic play

(Wasik, Hindman & Snell, 2016)

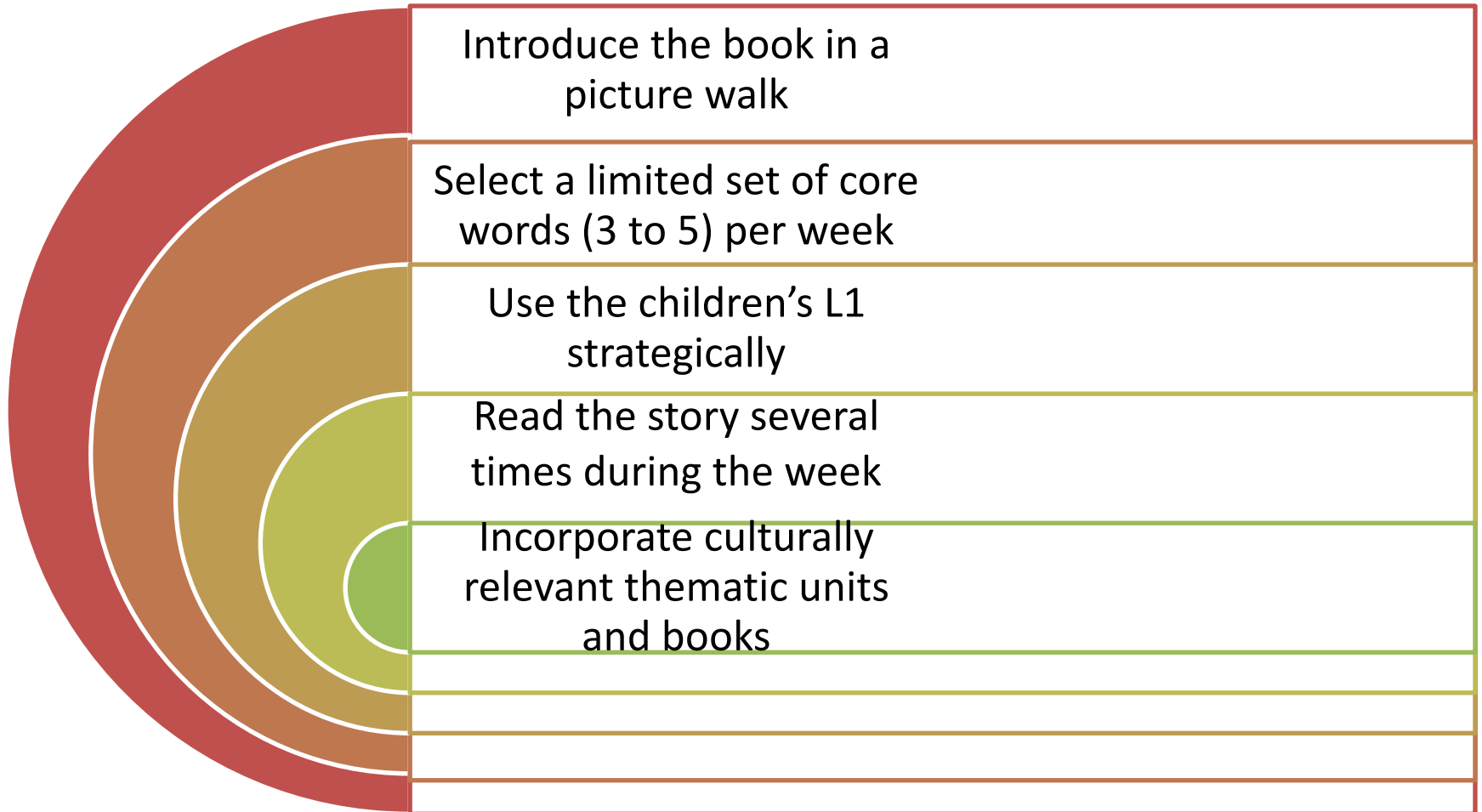
Promoting vocabulary development in DLLs

- Requires a combination of direct teaching and learning words in everyday routines
- Take advantage of knowledge of the word in the first language
- Multiple opportunities for actively listening and using words in different contexts
- Consideration to children's English language acquisition
- Make explicit connections with children's sociocultural experiences

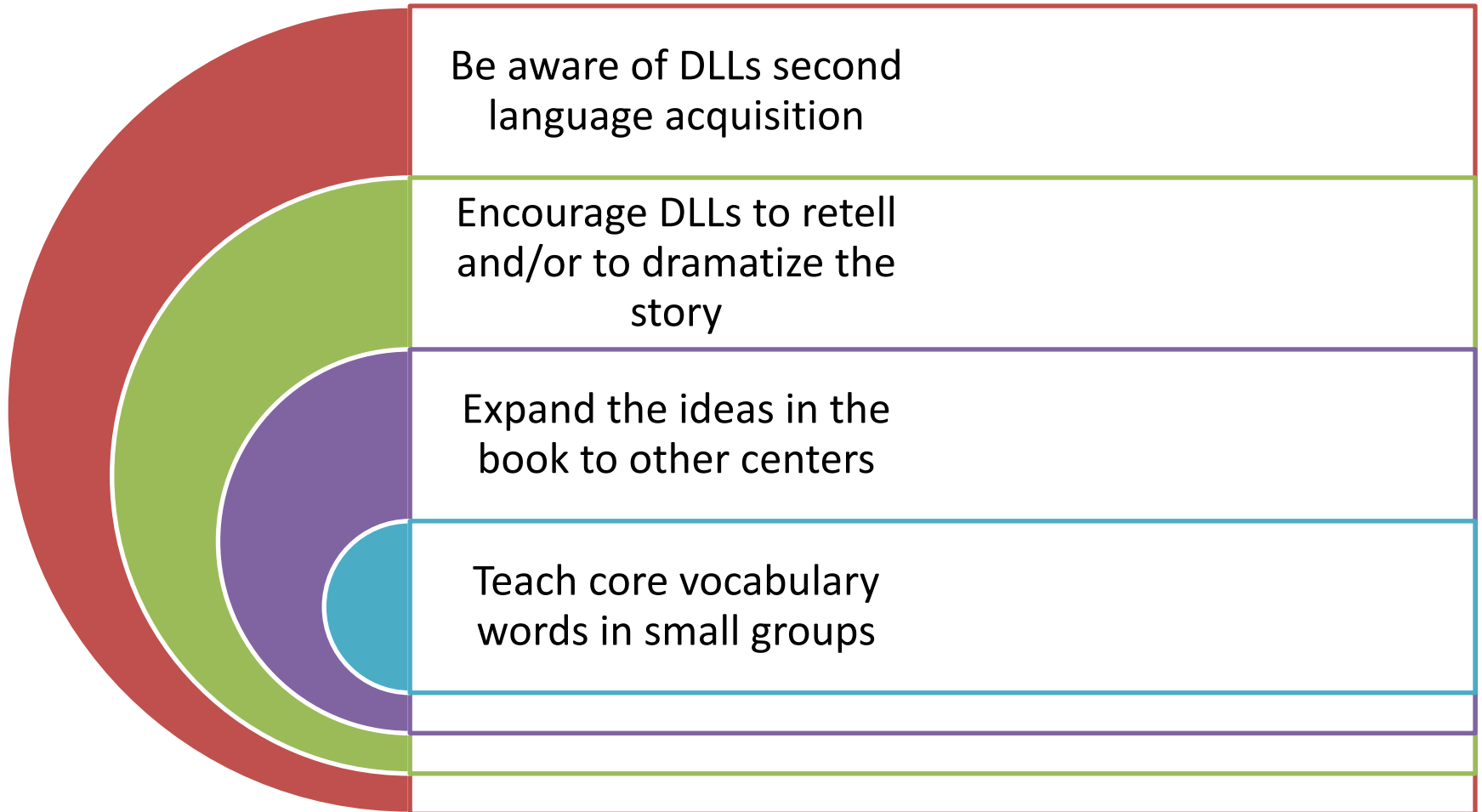
Reading Aloud to Dual Language Learners



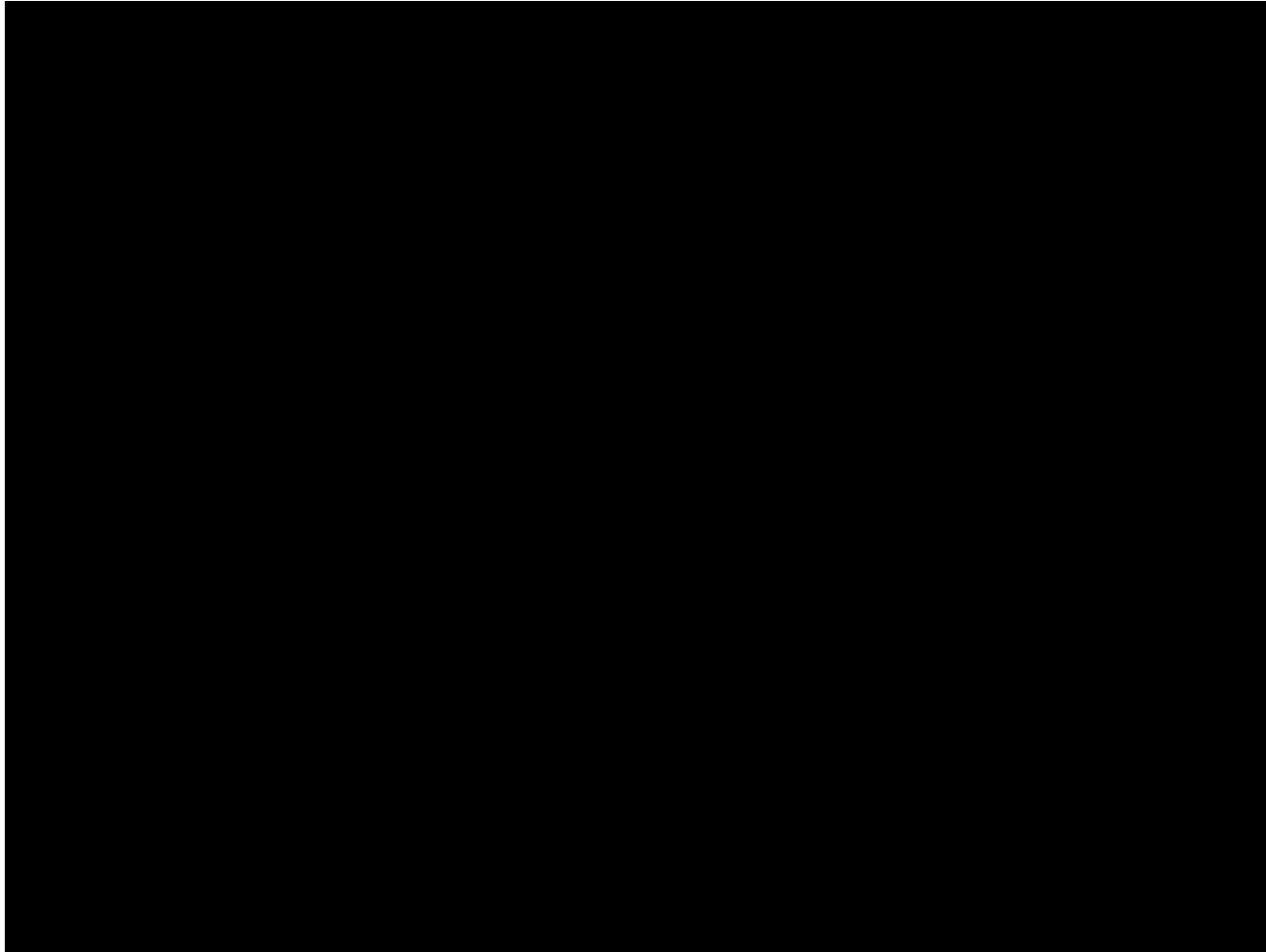
Maximize Comprehension



Maximizing Participation



An example of a reading aloud session



What did you see?

Pause and Reflect



- Explicit teaching and learning words in everyday routines?
- Strategic use of the first language?
- Multiple opportunities for actively listening and using words in different contexts?
- Consideration to children's English language acquisition?
- Explicit connections with children's sociocultural experiences?
- Were the children engaged?

An example of a small group



What did you see?

- Questions to expand DLLs understanding of the word?
- Children repeating the word aloud?
- A child-friendly definition of the word?
- Examples of the word in different contexts?
- Opportunities for children to demonstrate their understanding of the word?



(Beck, McKeown, and Kucan, 2002)

Making explicit connections with children's sociocultural experiences

Children learn vocabulary best when words are embedded in a meaningful context

- What does this child already know?
- Who is this child? Who is his/her family?
- What are the child's interests?
- What are the family routines?
- What are the family's funds of knowledge?

Funds of knowledge

Families' knowledge and skills for running their households and for ensuring the well-being of the family

(Moll, Amanti, Neff, Gonzalez, 1992)

- Gardening, construction, mechanics, sewing, cooking, etc.
- Value of children and families' sociocultural experiences and integrated with school knowledge

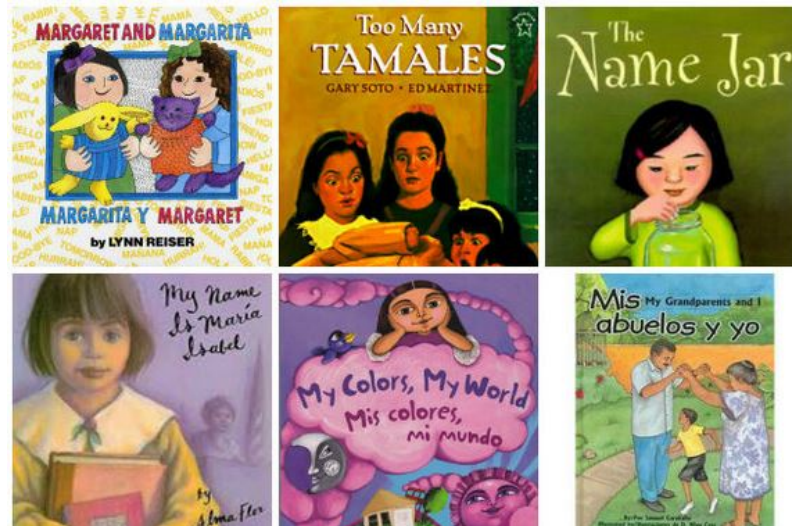


Making explicit connections with children's sociocultural experiences

Using literature that reflects children's experiences and expands children's knowledge



Using Culturally Responsive Literature



Selecting Culturally Responsive Literature

(Axelrod & Gillanders, 2015)

- Authenticity
- Language
- Illustrations
- Stories

Criteria for selecting books for DLLs

Authenticity

- Self-identity
- Connection with the readers' lives

Criteria for selecting books for DLLs

- Language
 - Words that reflect sociocultural practices
 - Bilingual books
 - Script

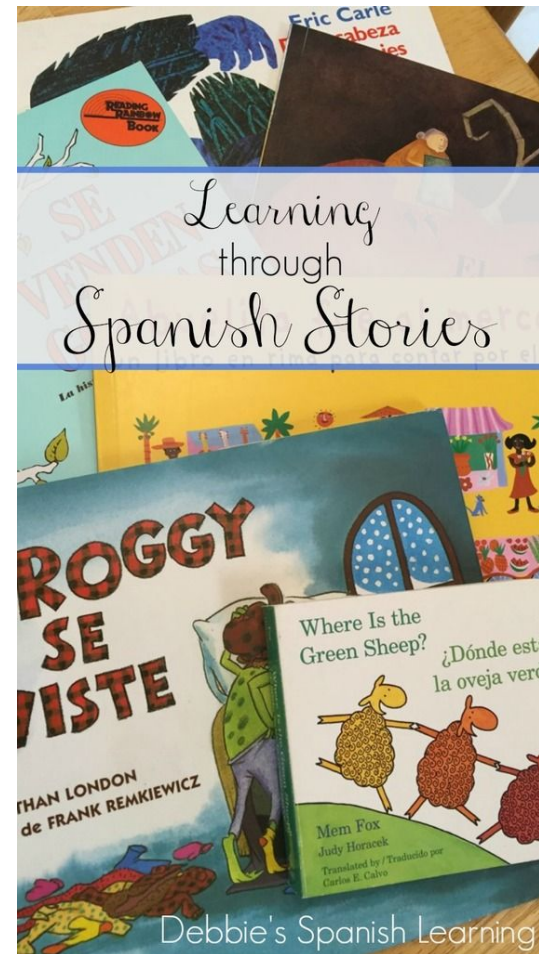
Criteria for selecting books for DLLs

Illustrations



Criteria for selecting books for DLLs

Stories



Now your turn

Using the book at your table, select three core vocabulary words

- Is this word important for understanding the story?
- Can the word be demonstrated in a gesture or be represented with an object or picture?
- Is this a word that frequently appears in texts and will help children understand other stories?
- Is there a variety of types of words (i.e. nouns, verbs, adjectives, adverbs)?
- How does this word relate to children's experiences?

- What is a child-friendly definition for each of the words?
- What questions can you ask children to help them relate the word with past experiences?
- What object can you use to represent the word?
- How will you know if the children already know this word?

Planning your reading aloud

- 1st. Day: Picture Walk
- 2nd. Day: Reading Aloud in Spanish
- 3rd. Day: Reading Aloud in English
- 4th. Day: Retelling
- 5th. Day: Dramatization



Planning your reading aloud

Resources

- Gillanders, C., Castro, D. C., & Franco, X. (2014) Learning words for life: Promoting vocabulary in dual language learners. *The Reading Teacher*, 68(3), 213-221
- Gillanders, C., & Castro, D. (2011) Storybook Reading for young Dual language learners. *Young Children*, 66(1), 91-95
- Axelrod, Y. & Gillanders, C. (2015) Using Culturally Relevant Literature for Latina/o children in the Early Childhood Classroom. In E. R. Clark, B. B. Flores, H. L. Smith, & D. A. González. *Multicultural literature for Latino bilingual children: Their words, their worlds*. Rowman Littlefield Publishing Group.

THANK YOU! ¡GRACIAS!

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