

English-Language Development: **Communicating with Parents about the English-Language Development Domain**

Strands:	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
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GETTING READY

Instructional Component(s): In-Class Activity; Assessment

Strands: This activity can be used to deepen understanding of all strands.

Focus: Students become familiar with the content of the English-language development foundations by considering how the content of this domain could be communicated to parents. Students also consider what is important to families as their children learn English when it is not the language used at home.

AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- The English-language development domain of the PLF, V1, including strands, substrands, foundations, and examples of foundations (introductory understanding) (*Standards 1, 5, & 6*)*
- The ways context and culture, including experience within our home, family, and community, may influence the development of English-language and literacy skills in children whose home language is not English (*Standards 1 & 2*)*
- The importance of establishing positive relationships with families of children in programs (*Standard 2*)*
- How to communicate with families about their child's development (*Standard 2*)*

Students will be able to:

- Discuss and describe the concepts and skills described in the English-language development domain, including strands, substrands, foundations, and examples of the foundations at different developmental levels (*Standards 1, 5, & 6*)*
- Review program materials written for families for information about the program's approach and/or philosophy related to language and literacy development (*Standards 2 & 6*)*
- Communicate with families about their child's language and literacy development (*Standards 1 & 2*)*
- Consider the influences of family, culture, and community on language and literacy development, particularly for those children whose home language is not English (*Standards 1 & 2*)*

* See Appendix A

English-Language Development: Communicating with Parents about the English-Language Development Domain

Before you start

Familiarize yourself with the structure and content of the English-language development domain. It is important to communicate information about the strands, substrands, levels, and focus areas of the domain to parents. It is also important to be able to support students in developing the ability to share this information with parents.

It is also critical to emphasize information from the introduction to this domain about the importance of simultaneously supporting home language and English language and literacy skills in children whose home language is not English.

This activity focuses on the development of language and literacy because the English-language development foundations share some important aspects with the language and literacy domain. Also, it is important to be aware of the interrelatedness of the English-language development domain with children's development in all domains. There are additional activities in this instructional guide that address the connection between this domain and other domains in the *California Preschool Learning Foundations, Volume 1 (PLF, V1)*. One of these activities is "Relating the English-Language Development Foundations to the Language of Mathematics in Early Care and Education".

Getting it started

Ask students who are working in a preschool program to pair with someone who is not, or, if many students are currently working in preschool programs, with someone else who is also doing so. If you do not have many students who are currently involved in a preschool program, you might do this activity by gathering some of this information from programs you know.

Have students discuss how they find out what is important in terms of language and literacy development, both in a home language and in English, from the families whose children are in their care. Some might have procedures for doing so, and some might not.

Keeping it going

Next, ask students what is written for families in their program documents about the program's approach to children's language and literacy development. Students could be asked ahead of class to bring these documents in to share with the other students.

Taking it further

Slide 2-3

After discussing some of these documents, have students develop three to five questions that could be used to determine parents' beliefs and desires regarding their child's development in English and in their home language.

Ask students to have at least one question that relates to each strand of the English-language development foundations. Ask students to do this in their small groups or pairs and provide a time to share these questions.

As they share their questions, consider the following points:

- Are all substrands and focus areas covered? Should they be?
- Can the group or class as a whole generate some questions to cover all substrands?
- Which strands are most challenging to discuss with parents?
- How could cultural practices influence the questions students develop and the responses that families might give?

Remember to record these questions so that they can be distributed to your students as a resource list.

Assessment

Slide 4

Have students write three paragraphs, one for each strand, which describe the English-language development foundations in a way that would make them accessible to parents or other family members.

Ask them to consider these questions in their responses:

- What are key points to make about the English-language development foundations?
- How would you summarize for families the importance of English-language development in young children?
- What would you most want parents to know about English-language development?