Chapter 7
Biliteracy

Introduction

Literacy is defined as the, “ability and the willingness to use reading and writing to construct meaning from printed text, in ways which meet the requirements of a particular social context.” (Au, 1993).

Emergent literacy refers to the development of the following four areas: Print knowledge—alphabet knowledge and concepts about print, Phonological awareness—sound awareness, Writing—name writing, invented spelling and Oral language—grammar, vocabulary, narrative (Restrepo, M.A. and Towle-Harmon, M. 2008). Literacy development begins in the very early stages of childhood, even though the activities of young children may not seem related to reading and writing. Early behaviors such as "reading" from pictures and "writing" with scribbles are examples of emergent literacy and are an important part of children's literacy development. With the support of parents, caregivers, early childhood educators, as well as exposure to a literacy-rich environment, children can successfully progress from emergent to conventional reading.
Biliteracy describes the ability to successfully read and write in more than one language. Cummins,( 2000); Baker, (2006); May, Hill & Tiakiwai, (2004); McCaffery & Tuafuti,( 2003); and Tuafuti & McCaffery (2005), strongly support the idea that biliteracy is the prime driver of academic success in schools for language minority students in bilingual education programs. It is therefore critical that biliteracy be taught and supported in the home and in preschool programs. Fostering native language literacy supports the acquisition of literacy skills in English. Children who are literate in one language already know that print carries meaning, that the stream of print is broken into segments such as words or characters, and that there are rules about how print is laid out on the page Ernst-Slavit and Mulhern, (2003). Phonological awareness skills also transfer, Restrepo and Towle-Harmon, (2008) and if children do well in phonological awareness in one language, then they will likely do well in the other language.

Because of the educational and social-emotional importance for culturally and linguistically diverse learners to be biliterate, this chapter was written to provide teachers and speech-language pathologists information, resources, and tools to use to foster biliteracy with their culturally and linguistically diverse students. In this chapter the reader will find information about:

- The importance of early literacy experiences for bilingual children
- Professional resources on biliteracy
- Parent resources on early literacy in other languages
- Children’s books

The hope is that this collection of resources will assist teachers and speech-language pathologists in thoughtful and evidence-based planning of programs and intervention activities that foster biliteracy skills.

The Importance of Maintaining the Home Language

There are many reasons for supporting the home language. In the area of social emotional development, the home language is the language with which parents can most effectively communicate values, affection, cultural information, and are able to discipline their children. Developing skills in the home language ensures that parents and children will continue to have a common language and lessens the chance of children losing skills their first language (L1).

There are also cultural reasons for promoting bilingualism; so children will feel proud of the language and culture of their parents and grandparents; so children can communicate with community members and relatives that only speak the home language; and so that they can converse with people on visits back to the native country.

There are also cognitive reasons for supporting the home language. Children will learn English more efficiently if they have a solid foundation in the home
language first since cognitive and literacy tasks transfer across languages. Having a good understanding and use of L1 will help in learning all subjects in school. Children who are bilingual are more flexible in their thinking. Bilingual speakers have experienced the idea that there are two ways or more to say the same thing. Learning to read a printed word that represents an object merely adds a third way of abstractly representing it. Children who have emergent reading skills in L1 become more proficient readers in English.

Educator’s have good reasons for supporting the continued growth of the home language. This support will help to preserve the home language so it is not lost as English develops. Teachers can help families feel confident that they can expose their children to literature and prepare them for reading even if parents do not have strong literacy skills. Parents are the best teachers of the home language. Children will learn English in school; they need to learn their native language at home.

**Relationship between Oral Language and Early Literacy**

Oral language provides the building blocks for literacy (Restrepo and Towle-Harmon, 2008). Developmental milestones of the oral language skills needed for literacy learning are universal and consistent across languages.

- Verbal imitation – in 1st year
- Canonical babbling – in 1st year
- Core vocabulary and 2 word combinations – by age 2 years

But after the stage of early developmental milestones, preschool English Language Learners (ELL) face several challenges in acquiring the skills needed for emergent literacy development. They must develop these skills in a language they do not speak while still acquiring emergent literacy skills and oral language skills in their native language. Further, if they come from an impoverished environment, they will likely be playing catch-up in native and second-language vocabulary. One of the most critical emergent literacy skills for ELL children to develop is oral language in the native and second languages. Strong native language skills predict oral language, reading, and writing skills in the second language Restrepo and Towle-Harmon, (2008).

Oral language skills are highly correlated to phonemic awareness and emergent print knowledge. Whitehurst and Lonigan (2002) explain two aspects of literacy development that are related to oral language skills:

- Inside out – phonemes and graphemes. Written/oral language expresses ideas and images to the reader/listener. The written symbols and words relay meaningful information to the reader.
- Outside in – narrative, concepts, and vocabulary. The reader brings experiences and knowledge in order to comprehend the text.
Program Challenges Relating Oral Language and Literacy in Culturally/Linguistically Diverse (CLD) Children

- There may be a mismatch between the vocabulary of school and the vocabulary of home
- CLD children may lack familiarity with classroom uses of language
- There may be differences in types of discourse exchanges

How Can We Increase Comprehension?

- Use sign language along with words
- Use PECS or Boardmaker to display picture schedules of classroom routines
- Use facial expressions and gestures along with words; 80 percent of communication is nonverbal

How Can We Increase Vocabulary?

Growth in vocabulary in the native language or English will help literacy development. To foster vocabulary growth we can use:

- Field trips
- Photos from home or photos of school activities. These can be wordless, allowing families of all languages to provide their own words or they can have narratives provided by the children attached to the photos.
- Books in all areas of the classroom and in the languages represented in your program.
- Books on tape in listening stations in other languages
- Theme-based instruction that provides multiple opportunities for interaction with key vocabulary
- Explicit and Implicit Vocabulary: Explicit instruction involves using Tier 2 vocabulary (or vocabulary that is not prototypical) and its meaning being directly taught, preferably in the native language. At the same time, this vocabulary can be provided in English if it is presented through concrete, hands-on experiences and in thematic units that allow for repetition throughout the day. Implicit vocabulary instruction is done primarily through thematic units that build the selected or target vocabulary, as well as vocabulary associated with the target vocabulary and theme through incidental teaching. Schwanenflugel et al., 2004 in Restrepo, M.A. and Towle-Harmon, M. (2008)

How Can Music Support L1 Development?

- Native language songs give exposure to rhyme, rhythm, and intonation of L1
- Songs teach new words
Talk with Me

- Songs combine words with gestures that can aid in comprehension
- Singing helps practice pronunciation of sounds in L1
- Songs develop auditory memory and processing

Using Dialogic Reading to Support Early Literacy

To help caregivers and teachers engage children in early reading activities, researchers have developed a method of reading called **Dialogic Reading**. When most adults share a book with a child, they read and the child listens. In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. Dialogic reading is just children and adults having a conversation about a book. Whitehurst (2002) states, “Dialogic reading works. Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development. Children can jump ahead by several months in just a few weeks of dialogic reading.” Dialogic reading is based upon three main techniques: asking “what” questions, asking open-ended questions and expanding upon what the child says. These three techniques are designed to encourage children to talk more and give descriptions of what they see. Dialogic reading can be used for children of all ages but is most effective when a child has at least 50 words of expressive vocabulary. For more information on how to effectively use dialogic reading to foster biliteracy please refer to the following Web resources:

http://www.multcolib.org/birthtosix/elitdialogic.html


Literacy in Bilingual Children with Language Delays

We know that all children can learn two languages up to the level that they would be able to learn one. Even children with cognitive deficits and autism can become bilingual at their own levels of functioning.

The components of literacy for bilingual children are the same as they are for monolingual children:

- Conversation
- Vocabulary
- Familiarity with Books
- Exploring Sounds
- Knowing Letters
- Writing Letters

Biliteracy
Teachers can tailor the environment of the classroom to promote biliteracy by doing things such as:

- Displaying multilingual/multicultural signs and displays such as ‘Welcome’ signs in the language of the families.
- Labeling work centers or objects and concepts (colors, size, etc.) in the languages of the children and intentionally pointing them out and talking about them.
- Displaying photos or Boardmaker picture schedules for classroom routines.
- Having family photos displayed to celebrate all types of families.
- Sharing fiction, non-fiction, poetry books, and magazines in different languages and from different cultures. Be sure to use authentic literature for cultural relevancy as much as possible rather than only translations of English language books.
- Dramatizing favorite stories e.g. Brown Bear What Do You See? and The Mitten. Have appropriate materials available for children to use.
- Providing materials for a listening station with books on tape in various languages. Have an interpreter or family member record the story on tape if needed.
- Offering diverse music options representing different cultures, rhythms, instruments for dancing, singing, fingerplay and movement activities.
- Providing supports for helping children learn about turn-taking at various centers through the use of early literacy strategies. For example, at the computer center you could post photos of classmates: 1) those who are using the computer now and 2) those who are waiting to be next. Display pictures of boxes for the CDs or computer game choices. Use a timer to indicate “Wait” time and “All done.”
- Finding dramatic play materials, play food, and dishes from many cultures, along with multi-ethnic dolls and puppets, dress up clothing and accessories reflective of the cultures of the classroom. Some toys are universally appropriate, such as:
  1. Animals
  2. Fishing games
  3. Water play
  4. Paint/Crayons with a variety of skin tone paints

Techniques for Teaching Early Literacy in a Child’s Home Language at School

These techniques may vary based on the L1 of the children you are working with. Some languages have rhymes while others do not. Some languages are traditionally oral languages and do not have a large population of people who read and write in that language, the Hmong and Somali communities, for example. Other languages, such as Spanish, have early literacy curricula that
teachers could purchase and use to guide their practices. The key areas in early literacy instruction to focus on are:

- Rhyming
- Letter sounds
- Letter names
- Early letter formation and writing including name writing
- Alliteration
- Oral vocabulary
- Syllable segmentation and blending

### Bilingualism and Biliteracy in Early Childhood Programs

While working with families it is helpful to find out what parents would feel comfortable doing with their child to promote literacy at home. Activities and materials that reflect the parents' beliefs, child-rearing practices, and lifestyle can be chosen to increase the likelihood that families will engage in literacy activities at home and that will instill pride in the child’s culture. Activities that teach to a variety of learning style preferences, such as using songs and visual supports should be considered. Consider the culture, language, and priorities of the family in the design of early childhood programs that promote bilingualism and biliteracy. Here are some key points to consider:

- Ask the family what languages they speak and read.
- Know the parents' language learning goals for their child. Do they want their child to be bilingual? Have they had access to accurate information about bilingualism?
- Use a language background questionnaire to document the percentage of time the child generally uses each of his/her languages. See Appendices 3B, 3C, 3D and 3E.
- Understand the family’s cultural values.
- Ask the family if they have access to books and to the library.
- Discover the family’s child-rearing practices and consider them when designing home literacy programs.

### Bilingual Program Considerations

**What Could Bilingual Program Options Look Like?**

- Home-based programming where intervention is embedded in home routines with parents using the native language. The use of an interpreter
Talk with Me

• General education bilingual programs for 3, 4 and 5 year olds (including 50/50 dual immersion and full immersion models)
• Bilingual Birth to Five Early Childhood Family Education (ECFE) or Head Start classrooms
• Bilingual daycare homes
• Bilingual Kindergarten programs

Who will speak L1 at School?
• Bilingual professional and paraprofessional staff.
• Volunteers from families, the community, college foreign language programs, or older students in the school building.
• Groups of children who speak the same language should be allowed and encouraged to use their native language together.
• Staff can learn a few words in the language of the children in the room.

Where do we find bilingual staff?
• Specifically recruit and hire licensed bilingual teachers, educational assistants and teaching assistants.
• Hire interpreters and cultural liaisons from the child’s language and cultural community.
• Recruit bilingual college or high school student volunteers.
• Support bilingual (or L1 only) parents and community volunteers’ involvement in the classroom by bringing them in or having them help with the development of materials.
• Connect with migrant Head Start programs in the state. Many bilingual early childhood teachers work for these programs.

What if there aren’t any bilingual staff members in school?
• Actively include parents in the program at school by inviting them in and providing them with information about the types of activities they can do when in the classroom with their child. Be sure to communicate that you welcome their use of their native language while in your classroom.
• Send progress notes and classroom information home in the native language. Examples of such checklists for Hmong and Spanish speakers can be found in Chapter 4 Intervention in this Talk with Me manual (See Appendices 4C, 4D, 4E, and 4F)
• Have an interpreter prepare activities or read stories on tape to send home in L1 and have a listening center in your classroom.
• Start a lending library for families in the languages represented in your program.
• Pair same language-speaking children in the same class. Allow time for them to use their native language together.
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- Teachers can learn a few phrases in child’s language to comfort, greet, and to help the child transition.
- On the first day of school, have a tape-recording of the primary caregiver’s voice for the child to hear at school.

Immersion Schools in Minnesota
This list was compiled by The Center for Advanced Research on Language Acquisition (CARLA). There were 44 immersion language programs listed in Minnesota for the 2008-2009 school year. These include three types of Immersion programs:

1. One-Way (Foreign Language) Immersion Programs that are designed to serve students whose native language is English.
2. Two-Way Immersion Programs that are designed to serve a combined population of native English speakers and native Spanish speakers (all two-way programs in Minnesota are Spanish/English).
3. Indigenous language immersion programs that promote the revitalization of Native languages and cultures. These programs typically enroll Native American children whose first language is English.

See the Center for Applied Linguistics Website for more information on the different models of language immersion education.
http://www.cal.org/twi/guidingprinciples.htm

Directory of Two-Way Immersion programs in the United States
http://www.cal.org/twi/directory/index.html

List of Immersion Schools in MN  See Appendix 3SSS
The Minnesota Advocates for Immersion Network (MAIN) compiled and updated this list of immersion schools in Minnesota in November of 2011.

Professional Resources on Literacy with CLD Children

Typical Developmental Milestones in Literacy

Building Literacy Skills Every Day
Literacy development and expectations from infancy to second grade are outlined in this Website to provide help for parents in teaching their children how to become readers and writers. Some simple games and activities are also included that can make everyday chores like riding in the car, going to the doctor’s office and grocery shopping more fun for children and families while at the same time supporting the child’s language and literacy skills and building the foundation for reading and writing. The Website is in English and in Spanish.

www.pbs.org/parents/readinglanguage
Reach Out and Read
Early Reading Milestones charts can be printed out in English, Spanish, Portuguese, Vietnamese, and Chinese. These guidelines provide guidance for parents and doctors on appropriate book-related behaviors for ages 6 months to 5 years.

http://www.reachoutandread.org/
http://www.reachoutandread.org/parents/milestones/

Public Broadcasting Service (PBS) Reading and Language Milestones
Literacy milestones and activities are presented for babies, toddlers, preschoolers, Kindergarteners, first-graders and second-graders in English and Spanish.

http://www.pbs.org/parents/readinglanguage/toddler/reading_milestone_toddler.html

Do a search within the Website for: español to find articles for parents written in Spanish or use these links to go directly to pages in Spanish:

http://www.pbs.org/parents/about/spanish/
http://www.pbs.org/parents/readinglanguage/spanish/
http://www.pbs.org/parents/readinglanguage/spanish/articles/multifamilies/main.html

Writing

PBS Parents Public Broadcasting Service - Writing Milestones
This Website shares information on the progression of scribbling to writing including a scrapbook of writing examples from various ages beginning at 18 months in English and Spanish.

http://www.pbs.org/parents/readinglanguage/preschooler/writing_milestone_preschooler.html

A Scribble or a Masterpiece? How Your Child’s Writing and Art Changes Over Time
This article describes the development of writing in children from 15 months through 5 years of age from random scribbles, to lines and patterns, to drawings of people and objects and then letters.

Zero to Three  www.zerotothree.org
Phonological Awareness

Conciencia Fonémica en Español (Phonemic Awareness in Spanish)  NEW
Encouraging English language learners to build phonemic awareness in their native language leads to gains in their English reading skills. This article includes a list of books in Spanish that teach rhyming and alliteration and also includes a letter to parents in Spanish encouraging them to support different ways of playing with language.


Getting Ready to Read: Preschool Reading Skills
This brief article for parents from Scholastic Books talks about four key components of reading readiness: familiarity with print and books, letter recognition, sounds of speech, and phonemic awareness.

http://www2.scholastic.com/browse/article.jsp?id=1503

Phonological Awareness  NEW
The Literacy Connection at Home Project Enlightenment from Wake County Public School System compiled phonological awareness activities, suggested books, and parent materials in English and in Spanish.

http://literacyconnection.wcpss.net/workshop%20sessions/TLC%20at%20Home%20Session%206%20Phonological%20Aware.pdf

Phonological Awareness and Bilingual Preschoolers: Should we Teach it and, if so, How?
This article briefly reviews recent research on teaching phonological awareness skills to preschoolers as well as the benefits of different types of bilingual education. The major recommendation resulting from this review is that the teaching of phonological awareness skills in both the home language and school language of preschoolers is the preferred intervention.

Phonological Awareness Examples from ‘Just Read Florida’
This Website gives examples of activities with rhyme, alliteration, sentence segmentation, syllables, and phoneme blending in English.


Phonological Awareness Activities in Spanish and English See Appendix 7A
Many different activities in Spanish and English from the Nevada Reading Academy about phonological awareness.

What do we know about Phonological Awareness in Spanish? NEW
This article is a comprehensive review of the role of phonological awareness in literacy development for Spanish-speaking students. It points out the close relationship between Spanish-language phonological awareness and literacy development. Spanish phonological awareness appears to develop in stages. Sensitivity to syllables in Spanish may be particularly important for later reading success. There is evidence of cross-language transfer of phonological awareness skills between Spanish and English. Suggestions for Spanish phonological awareness instruction are given.


http://www.utpa.edu/dept/curr_ins/faculty_folders/guerrero_m/docs/links/Denton_PA_in_Spanish.pdf

Early Literacy Curricula

Spanish/English Phonemic Awareness Activities: Conocimiento Fonologico - una guia de lecciones diarias en español
This is a daily curriculum in English and Spanish for children learning primary literacy skills in Spanish written by Denise Joyce Ajpop, MST, CCC-SLP, 2004.

Contact Denise.Joyce@spps.org to purchase.

The DLM Early Childhood Express Curriculum

This focuses on early literacy skills as well as other areas of development and is available in English and Spanish. In a recent study by National Institute for Early Education Research (NIEER), the curriculum showing
the most positive effects over the control condition was DLM Early Childhood Express. It was supplemented in the study by Open Court Reading, a phonological awareness program that's designed for pre-K through sixth grade. The combination of the two positively affected reading, phonological awareness and language in both the pre-K and Kindergarten years. The curriculum is available in English and **Spanish**.


**Read Together, Talk Together**

*Read Together, Talk Together* uses the research-based technique of dialogic reading to expand children's language and emergent literacy skills. This interactive approach has been shown to produce significant gains in language development, including improved expressive language, sound and letter identification, emergent writing skills and knowledge of print concepts. A new **Spanish** version is available for four to five-year-olds.

http://pearsonschool.com/index.cfm?locator=PSZu68&PMDbSiteId=2781&PMDbSolutionsId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=22109

**Early Literacy Screening Tools**

**Early Literacy Skills Assessment (ELSA)**
This is an authentic assessment in the form of a children's storybook. It is a generic instrument designed to measure the emerging literacy skills of children attending early childhood programs — including but not limited to programs using the HighScope educational approach. The ELSA measures the four key principles of early literacy: comprehension, phonological awareness, alphabetic principle and concepts about print. Available in English and **Spanish**.

http://www.highscope.org/Content.asp?ContentId=114

**Get Ready to Read! / ¡Prepárate a Leer!**
This 20-question research-based screening tool is available for free download in English and **Spanish** to use with four-year-olds. The score will show if a child's pre-reading skills are weak, strong or somewhere in between. Activities and resources to improve those skills are provided on-line in both English and Spanish. This tool is designed to screen a child twice during the year before kindergarten. Use the tool first in the fall one year before the child enters kindergarten, and again the next fall before Kindergarten begins to measure the child's progress. This tool should not be used more than three times in a year.

http://www.getreadytoread.org/
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mClass:CIRCLE
mCLASS:CIRCLE helps early childhood educators understand each child's ongoing social, emotional, early literacy, and early math development. It also helps to plan thoughtful and appropriate class, group, and individual activities. It is available in English and Spanish.

http://www.wirelessgeneration.com/solutions/mclass-circle.html

Individual Growth and Development Indicators (or IGDIs) NEW IGDIs in Spanish
The University of Minnesota’s website: Get It, Got It, Go http://ggg.umn.edu/gen_faq.html has information on their English and Spanish IGDIs. Individual Growth and Development Indicators are quick, efficient, and repeatable measures of components of developmental performance. IGDIs sample child performance in major developmental domains (i.e., language, social, cognitive, motor, and adaptive). There is a special emphasis on assessment related to long-term developmental outcomes that are common across the early childhood years, are functional, and are related to later competence in home, school, and community settings. These indicators let you measure young children's growth over time toward important developmental outcomes rather than just their skill level at one point in time. IGDIs were designed to be used with preschoolers ages three to five years old.

There are currently Spanish IGDIs available for picture naming only. There is no empirical information on the reliability and utility of these cards, but some colleagues have found them useful. New research is being conducted in this area; if you are interested in learning more, please contact Alisha Wackerle-Hollman at the University of Minnesota at wacke020@umn.edu.

IDGI Picture naming instructions (in Spanish)
http://ggg.umn.edu/get/procedures_and_materials/PictureNaming/PictureNamingSpanishDirections.pdf

Spanish Picture naming IGDI cards:
http://ggg.umn.edu/get/procedures_and_materials/PictureNaming/SpanishPictureNamingCards85x11_current.pdf

Phonological Awareness Literacy Screening (PALS-PreK)
PALS-PreK is a scientifically-based phonological awareness and literacy screening that measures preschoolers’ developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children’s specific needs. The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness, and nursery rhyme awareness. The assessment scores indicate children’s strengths and those areas that may
require more direct attention. The assessment is designed to be administered to four-year-olds in the fall of PreK in order to guide instruction during the year. A second administration in the spring of PreK serves to evaluate progress. This screener will be available in Spanish soon.

http://pals.virginia.edu/tools-prek.html

The Test of Phonological Awareness in Spanish (TPAS) NEW
This test, for children 4 years, 0 months, for 10 years, 11 months, measures phonological awareness ability in Spanish-speaking children. The TPAS can be used to help identify children who may benefit from instructional activities to enhance their phonological abilities which aid reading instruction. It tests initial sounds, final sounds, rhyming sounds, and deletions in Spanish. It was normed on 1000 Spanish-speaking children living in the United States.

http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa9310&Mode=summary

Articles on Literacy with CLD students

Addressing Emergent Literacy Skills in English-Language Learners
Restrepo describes the four domains of emergent literacy: print knowledge, phonological awareness, writing, and oral language and how practitioners need to adapt teaching strategies when working with ELL students.


Culturally Responsive Literacy Instruction by Tendria Callins. This short online article points out the importance of acknowledging the home language of students and using it to promote literacy in English.


Developing Literacy in a Second Language by August and Shanahan, 2006
This extensive review of the literature looks at the interaction of school, home language, and culture on the acquisition of reading skills.


Literacy Development in Deaf and Hearing Children
This article studies pathways to literacy in a Norwegian preschool where deaf and hearing children are enrolled in the same group and where communication is based on both sign language and spoken language. It was found that that a
number of events vital to literacy learning represent great educational challenges in inclusive settings with both hearing and deaf children.


PDF Full Text:  
http://ecl.sagepub.com/content/early/2012/08/21/1468798412453731.full.pdf+html?maxtoshow=&hits=1&RESULTFORMAT=&title=bilingual+literacy&andorexacttitle=and&andorexacttitleabs=and&andorexactfulltext=and&searchid=1&usestrictdates=yes&resourcetype=HWCIT&ct

Abstract:  
http://ecl.sagepub.com/content/early/2012/08/21/1468798412453731.abstract?maxtoshow=&hits=1&RESULTFORMAT=&title=bilingual+literacy&andorexacttitle=and&andorexacttitleabs=and&andorexactfulltext=and&searchid=1&usestrictdates=yes&resourcetype=HWCIT&ct

Resolution on Initial Literacy Instruction in a First Language for English Language Learners  
The International Reading Association’s one-page position statement on Initial Literacy Instruction in English and other languages came out in 2006. It states that: “There is no indication that bilingual instruction impedes academic achievement in either the native language or English.” It opposes legislation that restricts opportunities for children to access reading and writing instruction in their native language.  www.reading.org

http://www.reading.org/Libraries/Resources/On_Initial_Literacy_Instruct.pdf

Some Benefits of Reading Aloud  
This is a one page summary of "Reading Children's Books: There’s More to it than Meets the Eye" (1999). It points out how reading aloud to young children in any language will help them with their literacy development.

http://www.readingrockets.org/article/61

Teacher’s Guide from Reading Rockets  
Created for preschool through second grade teachers, the Teachers' Guide lists typical reading achievements by grade level and suggests how teachers can foster the development of phonemic awareness, fluency, spelling, writing, and comprehension skills. It gives a complete overview of literacy milestones, a glossary of literacy terms, parent suggestions for reinforcing early literacy at home, and risk factors for delays in learning to read. The Teacher’s Guide can be downloaded. DVD’s can also be purchased to be used in training.

http://www.readingrockets.org/guides/readingrockets
Why Reading to Your Kids in Spanish Will Help Them Become Better Readers

This article explains how developing a strong foundation in language skills and reading in the native language will help the child develop strong reading skills in English.

http://www.colorincolorado.org/article/21012/

Books on Literacy with CLD Students

Differentiated Early Literacy for English Language Learners: Practical Strategies
This book helps teachers of young English language learners work on vocabulary development, writing, listening, and speaking. There are tips for encouraging parent involvement in their child’s literacy development, even if parents are not literate in English.


This book was listed as a favorite comprehensive resource in Chapter 1. In her chapter: Using the Curriculum to Facilitate Second-Language and Literacy Learning on pages 105 to 124, Tabors discusses ways to incorporate literacy activities in the Early Childhood Special Education classroom while including the home language. Specific strategies for book reading to CLD children are highlighted.


Words Their Way: Emergent Sorts for Spanish-Speaking English Learners
This workbook helps with emergent literacy instruction of ELL students by providing a variety of activities for developing the concept of word in print. This is done through songs, sorting activities, rhyming games in Spanish and in English, and exposure to the alphabet. There are special activities to help Spanish speaking students make connections with what they already know about sounds and words in Spanish to help them develop literacy in English.

Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction
This book invites teachers to look at what children have already learned about sounds and vocabulary and grammar in their home language in order to best help them with the acquisition of reading and writing in English. The stages of reading development are explained. The chapter on the emergent stage of literacy development explains how to structure a classroom to help the young child progress from speech to print. The key strategies include “Read to,” “Read with,” “Write with,” “Word Study” and “Talk with.” Many games and activities are described along with a list of bilingual books, categorization games and alphabet work. Resources are provided for speakers of Spanish, Chinese, Korean, Vietnamese and Arabic. There is an alphabet chart with a picture of an object and words written out in Spanish and English that start with same the letter, such as: B Boat, B Barco.


Young bilingual children and early literacy development
Chapter 12 of this book looks at the effects of exposure to English as a second language on the developing literacy skills and on the home language of ELL students.


Web Resources on Early Literacy with CLD Students
A Road Map for Effective Biliteracy Instruction: A Knowledge Base and Teaching Strategies by Dr. Jill Mora
This Website is a "road map" for biliteracy teachers who wish to enhance their knowledge base and repertoire of teaching strategies for promoting language and literacy development and content knowledge with bilingual learners. It has a wealth of information both general and specific to Spanish-speaking children, as well as theoretical and practical resources for teachers.

http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm

CELL – Center for Early Literacy Learning
Talk with Me

The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. Practice Guides Especially for Parents are provided in Spanish and English about stories, rhymes, listening, and drawing.

http://www.earlyliteracylearning.org/pgparents_span.php

Colorin Colorado

This is a Website with a wealth of information for parents in English and Spanish on reading to infants, zero to three-year-olds, and preschoolers. Topics include what to do if the parent doesn’t speak English and activities that parents can do with their children to stimulate language and literacy.

www.colorincolorado.com

Reading Rockets

This Website evolved from the television show of the same name. The Website contains extensive information for parents and teachers via articles, podcasts, videos, and webcasts in English and Spanish.

http://www.readingrockets.org

Minnesota Humanities Center

Through its emphasis on the humanities, the Minnesota Humanities Center works to build a thoughtful, literate, and engaged society. A Minnesota-based national center and clearing house for the best in the humanities, the Humanities Center conducts professional development opportunities, creates and disseminates one-of-a-kind educational resources, partners with other organizations to offer humanities programs statewide, and operates a full-service meeting and event center. Resources include:

- **Book Grants**: These grants provided quality children’s literature books for use in educational and literacy settings such as the Humanities Center's Somali Book Project.
- **Family Reading Programs**: Through working with teachers, parent educators, early childhood educators, librarians, social service providers, and other literacy professionals, the Minnesota Humanities Center conducts programs and disseminates resources that advance reading and literacy efforts in homes, schools, libraries, child care centers, and communities.
The Humanities Center’s current work in literacy focuses on:

1. **Dad’s and Kids Bookclubs**, which strives to increase fathers' involvement in the educational lives of their children
   http://mnhum.org/outreach/dadsandkids

2. **Authors in Communities**, which brings Minnesota authors to schools and libraries in Greater Minnesota

3. **Bilingual and Heritage Language Programs**: The Minnesota Humanities Center's bilingual and heritage language programs focuses on preserving heritage languages while improving early literacy development, specifically among families. The Humanities Center's work in this area:

   - connects educators to existing resources that enhance language development,
   - offers professional development on oral traditions and the relationship between language and culture, and
   - collaborates with community representatives to develop new culturally and linguistically appropriate resources.

The Humanities Center's current work in bilingual and heritage languages focuses on language and literacy programs for educators who work with **Somali, Hmong, Dakota** and **Ojibwe** speakers.

http://humanitieslearning.org/resource/

- **Minneosta Humanities Resources**: The Minnesota Humanities Center creates and disseminates one-of-a-kind resources. Available resources include:

  1. **Somali**-English bilingual picture and audio books at this link:
     http://minnesotahumanities.org/Resources/Book_order_form.pdf
  2. Tips for Reading with Children (available in **26 different languages**) http://mnhum.org/tips and http://www.hclib.org/birthto6/EarlyLit_ReadingTips.cfm
  3. Reading with Dad book list
  4. Minnesota Storytime reading guides
  5. Bibliographies from past workshops

- **The Minnesota Humanities Center’s programs include:**

  1. Family reading programs
  2. Cultural Competency and Educational Equity programs
  3. Professional development opportunities for educators
  4. Week-long Landmarks of American history and Culture workshops
  5. Humanities curriculum support for schools
In addition to its regular programming, the Humanities Center will develop customized training to meet the needs of schools and school districts.

http://minnesotahumanities.org/pd

Washington Research Institute

The Washington Research Institute (WRI) conducts research, development, and training in education and the human services focusing on the needs of children and families. The major goal of the Institute is to improve the quality of life for children and families, particularly those from disadvantaged backgrounds, minority groups or who have disabilities. They seek to pose and answer questions that will produce effective practices and realistic policies for minority populations. Following are links from the WRI that contain resources to be used to support biliteracy development. Find all of the resources listed below at: http://www.walearning.com/resources/

- **Resources for Infants: Supporting Early Literacy in Natural Environments**
  Materials for families and teachers to print out with suggestions of ways for caregivers to engage in literacy activities with their children during daily routines in English and Spanish. Activities address a continuum of skills so that children can engage in activities according to their level of development.
  http://www.walearning.com/resources/infants/

- **Resources for Preschoolers: Supporting Early Literacy in Natural Environments:**
  These materials include forty-six home and community activities in English and in Spanish for adults and children that encourage early language and literacy development in young children. They are appropriate for children with disabilities as well as children who are developing typically. The materials are specifically designed to address the three key skills of 1) language development, 2) phonological awareness, and 3) general print awareness.
  http://www.walearning.com/resources/preschool/

- **On the Go resources**
  The "On the Go" materials include 14 activities designed to be used outside the home: in the car, while walking, during bus rides, etc. The activities encourage early language and literacy development from birth through preschool. They are appropriate for children with disabilities as well as children who are developing typically. Available in English, Spanish, Somali, Russian, Vietnamese, Mandarin, and Burmese.
  http://www.walearning.com/resources/on-the-go/
• **Videos for parents: Talking and Books and Talking and Play**
Each twenty minute video portrays parents interacting with children in their native language using books and toys to stimulate language development. Available in *English, Spanish, Vietnamese, Mandarin, Korean* and *Filipino.*
http://www.walearning.com/

**Literacy Teaching Materials in Other Languages for Purchase**

**Contemporary American Indian Cultures in Children’s Picture Books**
by Lisen C. Roberts, Eliza Dean, and Marna Holland. Stereotypes of American Indians are based on superficial and/or distorted views and inaccurate information. Early childhood educators are obligated to prevent stereotypes from becoming established in young minds. We must seek out honest portrayals of Indian heritage and life. This article provides guidelines for educator when choosing books about *American Indians* and their culture.


http://journal.naeyc.org/btj/200511/Roberts1105BTJ.pdf

**Lakeshore Learning**

Lakeshore Learning has bilingual educational games and books and teacher resources to use with materials. The resource, *Iniciación: Aprendo a Leer* published by Usborne Publishing and Susaeta Publicaciones, S.A. is an adult-assisted workbook for young children to learn letters in *Spanish.* This resource is available along with many other Spanish materials at local Lakeshore stores or on their Website.

www.lakeshorelearning.com

**Learning Props, L.L.C.**
Dual-language books support *Spanish, Arabic* and *Chinese* learning. Door-hangers are available in English and *Spanish* in Basic, Custom, or Carbon Message versions to document your attempt to connect with families. Stickers are available that will allow Learning Props English books to meet *White Hmong* /English dual language needs. Bilingual game sets are sold in bilingual *Spanish*/English/ sets to reinforce the learning of specific concepts.

www.learningprops.com
Talk with Me

**Learning Resources**
This Website contains materials for literacy development in *Spanish*, including a phonics kit, language patterns and vocabulary building kits, phonemic awareness kit, flip charts, alphabet photograph cards, Spanish/English puzzle cards, and simple Spanish bingo.

www.learningresources.com

**LinguiSystems, Inc.**
This Website contains multiple resources to support literacy skills in *Spanish* and English. Materials include Spanish/English folder games, vocabulary games and materials, concept pictures, verb practice, word bingo, opposites, and more.

www.linguisystems.com

**Resources for Reading - Spanish and Bilingual Materials**

**ABC Stuff**
This Website has books and other educational materials available in *Spanish*.

http://www.abcsstuff.com/spanish-bilingual.php

**Santillana USA**
Offers English/*Spanish* Curriculum PreK-12, picture books, teacher’s guides, big books, posters, assessments, audio CDs, and picture cards.

www.santillanausa.com

**Super Duper Publications**
Many *Spanish* language games and vocabulary builders are available. Super Duper has many excellent resources and free handouts in *Spanish* related to literacy.

www.superduperinc.com

**The Learning Connection**
The Learning Connection has Bilingual Take-Home kits for literacy and math and *Spanish* books and audiocassettes.

www.TLConnection.com

**Trabalenguas**
This Website has multiple resources to support literacy skills in *Spanish* and English. Spanish phonological awareness games, quick and easy ideas for Spanish therapy, Spanish vocabulary cards, and more.

Biliteracy
Resources for Reading - Hmong and Bilingual Materials


This is a comprehensive bibliography of books, dictionaries, histories, and videos about the *Hmong* culture and literacy in the Hmong culture.


Resources for staff

Checking for Cultural, Linguistic and Ability Diversity in Children’s Books

This one page checklist helps teachers examine a book’s illustrations, characters, storyline and heroes for fairness in its coverage of diversity. See the last page of this web resource.

[http://projects.fpg.unc.edu/~handouts/ACF2BA.pdf](http://projects.fpg.unc.edu/~handouts/ACF2BA.pdf)

Let’s Read Together. Improving Literacy Outcomes with Adult Child Interaction Reading Inventories (ACIRI)

The first and only tool to measure the quality of adult and child interactions during joint book reading, ACIRI helps parents promote the development of emergent literacy skills, helps early childhood educators improve and individualize their teaching of these skills, and helps family literacy programs provide evaluation data that demonstrates that their practices are effective. This includes an assessment that measures both adult and child behaviors and take home activity sheets English and in *Spanish*. No longer available from Brookes Publishing. Can be purchased from online bookstores.

Minnesota Humanities Center

Choose “Professional Development” on their Website for information on classes for professionals, teacher developed activities and early childhood lesson plans. The Humanities Center offers high-quality, content-rich professional development opportunities for Minnesota’s teachers. These are rigorous opportunities for early literacy and K-12 educators. One- and two-day workshops are organized around a specific content area, and are designed to connect educators with both research-based classroom resources and high-quality scholarship.

[www.minnesotahumanities.org](http://www.minnesotahumanities.org)
Read and you will be: Lee y seras  This national Latino early literacy initiative was prepared to empower families and communities to foster early literacy development for families and childcare providers. In English and Spanish.

http://www.leeyseras.net/site/main.html

Teaching and Learning with Digital Photography
This all-in-one guide by Dr. Linda Good shows teachers how to use digital photography successfully to assess and instruct young children. The author targets two important early childhood themes: using technology to enhance children's cognitive and social-emotional abilities, and fostering a sense of belonging in young learners who experience a special delight in seeing themselves and their environment in photos. Templates in the book are available in English and Spanish.

http://www.corwinpress.com/booksProdDesc.nav?prodId=Book232206

Biliteracy Research References are listed in Appendix 7B

Encouraging Parent Literacy Activities at Home

The first thing we can do is to tell parents directly that they can and should continue to speak their native language with their child if they want their child to be bilingual. CLD parents will be able to support teacher objectives if they are aware of what is going on in the classroom and have ideas on how they can support their children at home. We could:

- Send home translated classroom newsletters, field trip notices, and special bulletins.
- Have the interpreter call parents and give an oral translation of important information.
- Have a designated phone number, where a parent can call and receive a weekly message in their language.
- Give audio or video tapes to families with demonstrations of teaching techniques or activities used at school.

Evening family events can be a wonderful way to connect families with school. We can help CLD families feel part of the group by providing:

- An interpreter who can speak with a group of parents
- Childcare
- Food – make it a party and more families will come
Talk with Me

- Information about services available in the community – the library, Kindergarten choices, WIC, immigration support, family literacy, adult continuing education, etc.

These are literacy activities that family members may already be doing and can make a point to involve their children:

- Read a book
- Read religious books related to family traditions
- Read a newspaper
- Read cartoons
- Read a magazine
- Read church newsletters
- Read sale ads
- Check out books from the library
- Use a dictionary
- Use an encyclopedia
- Use a calendar
- Use recipes
- Make a grocery list
- Send a card
- Send a letter
- Prepare and mail bills
- Point out familiar signs in the community (such as, McDonald’s)
- Point out letters, words and symbols printed on clothes and bags
- Look up information on-line
- Read a bus/train schedule
- Use a map
- Look up information on the computer
- Send emails
- Text on a cellphone

Here are ways to get more books into the home in the native language:

- Provide a school lending library
- Send home activity or theme backpacks
- Use internet resources to provide teacher-made books
- Make a book with the child
- Lend families books on CD in the native language

Use digital photography to make books. The book, *Teaching and Learning with Digital Photography* by Dr. Linda Good, was recently published on the use of digital photography in the classroom and has templates in English and Spanish.
Provide tangible literacy reminders:
You could write a mini-grant to purchase useful gifts (washcloths, plastic cereal bowls, pillow cases, bibs, etc.) for parents. Each item can contain gentle reminders written in the home language to encourage support of the home language and early literacy:

- A pillowcase with “Read to me every day” printed on it
- A plastic cereal bowl with “Talk with me during mealtime” on it
- A bib with “Talk to me during mealtime” on it
- A washcloth with “Talk to me during bathtime” on it

Teaching Parents How to Read to Their Young Child

Parents who don’t read English may be reluctant to look at books with their children if words are written in English. They can be encouraged to use any book with pictures as a way to stimulate conversation with their child and gain familiarity with books. Help families understand:

- It isn’t necessary to ‘read’ the story. Families can look at the pictures together and comment on them or ask questions.
- It is okay to follow the child’s lead, talking about the pictures that are of interest to the child.
- It is important to relate topics in the book to the child’s experience
- Books can be used to repeat words and learn new vocabulary

Provide information and resources in the language of the parents such as some of the free downloadable parent brochures described in this section in Spanish, Hmong and Somali on:

- Normal development
- Preliteracy activities for parents and children
- Raising bilingual children
- Book lists for books in other languages
- Using the library
- How to read to children

If the parent is illiterate…

- Reinforce with parents the value of telling stories in the native language.
- Teach parents to tell stories by following the pictures in a storybook.
- Provide Wordless Books as options.
- Vocabulary building and describing daily routines and outings in the community with the child will help build the foundation for literacy.
Children’s Books

Wordless Books

English speaking and CLD children can benefit from the freedom of books with pictures but no words. These books can be teacher-made using photographs taken during daily routines at home or during special activities or fieldtrips at school. Through photos, children can describe an event and their place in the experience. Having no words can be stimulating for language development and often elicits the best sentences from children. Children can interact with a photo book by asking questions and telling about the experience to each other, to teachers or to parents. Sending a school photo book home would encourage use of the home language to share what is happening at school with parents. Photo books or published books with no words give children and parents who speak many different languages the permission to tell their own elaborate stories without the limitations of printed text.

Amazon.com
Search “wordless books” for a large list of wordless books you can use with students and families.

www.amazon.com

Louisville Free Library Good Reads Book Lists - Wordless Picture Books

Wordless picture books can be used to develop language and thinking skills in young children. Wordless picture books are useful in many ways, including getting children accustomed to left-to-right pattern of reading. More importantly, these books can enhance the following thinking skills:

- Detecting sequence
- Identifying details
- Noting cause and effect relationships
- Making judgments
- Determining main ideas
- Making inferences.

http://www.lfpl.org/kids/kids-booklist-wordless.htm

Reading Rockets  NEW
Wordless Book list:

http://www.colorincolorado.org/read/forkids/wordless/

Weber County Library

Biliteracy
Wordless picture books serve as the initial step towards real reading. Their stories are told entirely through a sequence of illustrations. As children follow the pictures, they verbalize the action in their own words, a process that builds vocabulary and comprehension skills. Children may interpret the stories in their own way, and in the process, learn that stories have a beginning, middle, and an ending.

http://www.weberpl.lib.ut.us/content/booklists(sort/t)/31

**Wonderful World of Wordless Books**
A description of how to use wordless books and a book list of suggested readings.

http://www.everythingesl.net/inservices/wordless_books.php

**Books about being bilingual**

*I Love Saturdays y Domingos* by Alma Flor Ada

*La Vaca que decia OINK* by Bernard Most

*Pepita Talks Twice* by Offelia Dumas Lachtman

*Home at Last* by Susan Middleton Elya

*I Speak English for my Mom* by Muriel Stanek

*The Barking Mouse a Folktale from Cuba* (from More Ready-to-tell Tales)

*Who Says a Dog Goes Bow-wow?* by Hank De Zutter

*Trouble at Fort La Pointe* by Kathleen Ernst (Juvenile Fiction)


This collection of poems celebrates the tones, rhythms, sounds and experiences of growing up *Latino* in America, living a double life, speaking two languages, and learning the rules of two cultures.

**Children’s Books in Other Languages**

**Hmong**
Talk with Me

Hmong ABC (Arts, Books, and Crafts)
A Hmong store at two locations in Saint Paul, Minnesota, that sells books, music, and other materials for children and adults, 651-293-0019

HMONG ABC at: 217 Como Avenue, Suite 113, Saint Paul, MN 55103
HMONG ABC at: 1001 Johnson Parkway, Suite 26, Saint Paul, MN 55106

http://www.hmongabc.com/

Hmong Folktales and Folklore
A book list of Hmong folktales and folklore created by Macalester College Linguistics Department.

http://www.hmongstudies.org/HmongFolktalesandFolklore.html

Hmong Studies
Selective bibliography of Hmong related works suitable for school and public libraries.


Hmong Reading Level Books
Saint Paul Schools ELL department produced this series of 100 illustrated books in Hmong from Level 1 to Level 10. Level 1 books have single words and teach vocabulary related to a topic. Books progress through phrases to sentences and paragraphs. Hmong alphabet posters, flash cards and desk strips are also available for purchase. (See Appendix 7D)

Somali

Minnesota Humanities Center
Lists books, articles and publishers of books in Somali.

http://minnesotahumanities.org/resources/somalilanguage.pdf

Somali Audio Books NEW
Minnesota Humanities Center. Four traditional Somali folktales are available in the form of illustrated books which can be listened to and viewed online in Somali or English.

http://www.minnesotahumanities.org/video/somalibooks.cfm

Spanish

Biliteracy
Talk with Me

**Big Books by George!**
Big books in English and *Spanish* and teacher resources to use with the books.

[http://www.bbbg.org/Spanish.aspx](http://www.bbbg.org/Spanish.aspx)

**Independent Publishers Group**
View “Spanish Catalog” to see books in *Spanish* such as:

- Primary dictionaries
- Spanish Children’s Books
  [www.ipgbook.com](http://www.ipgbook.com)

**Kaplan Co.**
Bilingual Books in *Spanish* and English for Early Childhood. Teacher materials related to literacy are also available.


**Lectorum**
Thorough list of books in *Spanish* by age group.

[http://catalog.lectorum.com/search.htm](http://catalog.lectorum.com/search.htm)

**Reading Rockets - Spanish/English Bilingual Book List**
Some of the books on this list are bilingual, where both English and *Spanish* are used within the same book. Other titles are originally in English, and have a Spanish translation available. Books are grouped in Birth to Three and Three to Six age groups. The list and its description are available in English and in *Spanish*.


**Scholastic Books, Club Leo**
Club Leo (The Scholastic Spanish book club) is a source for affordable paperback children’s books that are written in *Spanish*. Book orders can be sent home to parents to provide them with an opportunity to purchase books in their native language. Teacher resources also are available such as “bilingual mini books.”


**Third Week Books**
Help parents learn to read to their children (1-3 years old) with books in *Spanish* and English.
Talk with Me

www.ThirdWeekBooks.com

Vietnamese

VN Speech Therapy
Giang Pham's Vietnamese Website. List of books in Vietnamese for children:
http://www.vnspeechtherapy.com/

Multiple Languages

Ann Morris/Ken Hayman Series
The Ann Morris/Ken Hayman series of theme books with photos from around the world (Bread, Shoes, Homes, Etc.). Good for describing, comparing/contrasting, vocabulary, categorization.

www.amazon.com

Culture for Kids
Resources for language and culture, books, DVD’s, CD’s, posters and traditional games from multiple cultures. Picture dictionaries in multiple languages.

www.cultureforkids.com

International Children’s Digital Library Foundation
International Children’s Digital Library Foundation – this foundation has scanned books in many languages and has posted them on their Website. These can be read online or projected to a group.

http://en.childrenslibrary.org/

Language Lizard, Inspiring Kids Through Language
Search for familiar English books translated into more than 30 languages.

www.languagelizard.com

Master Communications: World Language Catalog

- Children and Adult books in more then 50 languages including: Arabic, Chinese, French, German, Italian, Japanese, Korean, Spanish, Russian, Hindi and Portuguese.
- VHS/DVD’s
- CD’s
Talk with Me

- Flashcards and Posters

http://www.master-comm.com/

**Minnesota Humanities Center**
Choose “Book Grant” to apply to receive hundreds of books to go to kids or to order audio books in other languages such as *Somali and Hmong*. Training classes for professionals, books in other languages and reading tips for families in multiple languages.

www.minnesotahumanities.org

**National Education Association-NEA**  
www.nea.org
50 *multicultural* books every child should read. A book list of *Spanish*/English bilingual books and an *Asian American* Booklist.

http://www.nea.org/grants/29510.htm

**Pan Asian Publications –Bridging East and West**
Children’s books and DVDs in *Chinese, Hmong, Khmer, Korean, Russian, Tagalog, Thai and Vietnamese*.

www.panap.com/category_s/6.htm

**Reading a-z.com - Your Reading Resource Center**
Membership is required to print off simple English, *Spanish*, and *French* books and flashcards. Categories include: predictable books, alphabet books, alphabet sounds, and others.

www.readinga-z.com

**Shen’s Books**
Shen’s Books is a publisher of multicultural children’s literature that emphasizes cultural diversity and tolerance, with a focus on introducing children to the cultures of *Asia*.

www.Shens.com

**Literacy Resources in other Languages for Parents**

**Multiple Languages**

Children’s Literature Network
Talk with Me

Provides descriptions of books that are available in Spanish and Hmong and books about India and about Native American Culture.

http://www.childrensliteraturenetwork.org/resource/readlist/readlist.php

Hennepin County Library-Birth to 6-Early Literacy
Family resources for early literacy in many languages: English, Amharic, Arabic, Cambodian, Chinese, French, German, Hindi, Hmong, Japanese, Lao, Oromo, Russian, Somali, Spanish and Vietnamese.

www.hclib.org/BirthTo6/EarlyLit.fm
http://www.hclib.org/birthto6/EarlyLit_ReadingTips.cfm

Minnesota Humanities Center -Tips For Reading with Children
A handout for parents on how to help parents read with their children in 26 languages.  Go to “Educational Resources Page” and search “Tips for Reading with Children”.

http://mnhum.org/tips

The Minnesota Literacy Council:

Literacy Home Visiting: Bilingual Home Literacy Coaches help parents connect literacy to everyday home activities to better support their children’s learning.

http://www.mnliteracy.org/services/families/home-visiting

Early Literacy and Families Program: Teachers foster family literacy through preschool activities at two Children’s English Schools and home visiting. We serve children age 3-to 5-years-old and their parents. Daily preschool classes focus on vocabulary building, alphabetic knowledge and phonemic awareness — all of which help students become kindergarten-ready. Once a week, the parents join their children in an enrichment activity. The home visiting sessions focus on improving parent-child interactions that strengthen children’s development and early literacy.

http://www.mnliteracy.org/services/families

Reading Rockets Family Guide: Information on teaching kids to read and helping those who struggle. This colorful family guide is available in Spanish, Hmong, and Somali and includes tips for helping children get the most out of reading, pointers on working with schools and teachers, ideas for using the public library, and valuable website addresses.

Reading Rockets Parent Tips are available in English, Arabic, Traditional Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Spanish, Tagalog, and Vietnamese.
Talk with Me

http://www.readingrockets.org/guides/readingrockets

**Washington Research Institute: On the Go**
Activities for parents to do with their children while in the car or out and about in English, *Spanish, Somali, Russian, Vietnamese, Mandarin, and Burmese*. Includes word games, rhyming, songs, and keeping a diary.

http://www.walearning.com/resources/on-the-go/

**Hmong**

**Minnesota Humanities Center**
Books in Hmong and Tips for Reading with Children in English/*Hmong*.

http://minnesotahumanities.org/Resources.aspx

**Minnesota Humanities Center Minnesota Storytime Reading Guides**
Story guides accompany stories written by Minnesota authors in *White and Green Hmong* which describe ways the story can be used for study of the Hmong culture, language and traditions.

http://minnesotahumanities.org/resources/MNDiasStoryCloth.pdf

**University of Minnesota CEED:**
How Can I Help My Young Child to Become a Reader English/*Hmong* printable handout.

http://cehd.umn.edu/ceed/publications/questionsaboutkids/default.html

**Karen**

**Karen to English booklets and CDs** with a dictionary.  **NEW**
Andrea Echleberger and her students at the Minnesota Literacy Council Arlington Hills location created a booklet and a set of two audio CDs to help Karen students practice English.  The grant award will allow for more copies and a wider distribution of the materials.  For more information about the materials you may contact Andrea directly at: aechelberger@mnliteracy.org.  To order a set of the CDs contact: jbrazier@mnliteracy.org.

Talk with Me

Somali

**Minnesota Humanities Center**
Books in Somali and Tips for Reading with Children in English/Somali.

[http://minnesotahumanities.org/resources/Tips_Somali.pdf](http://minnesotahumanities.org/resources/Tips_Somali.pdf)

**Minnesota Humanities Center Minnesota Storytime Reading Guides**
These stories by Minnesota authors in Somali are accompanied by guides that have ways that the story can be used for study of the culture, language and traditions of Somalia.

[http://minnesotahumanities.org/resources/MNDhegdheer.pdf](http://minnesotahumanities.org/resources/MNDhegdheer.pdf)

**University of Minnesota CEED:**
How Can I Help My Young Child to Become a Reader English/Somali printable handout.

[http://cehd.umn.edu/ceed/publications/questionsaboutkids/default.html](http://cehd.umn.edu/ceed/publications/questionsaboutkids/default.html)

**The Somali Folktale Project**
This project was developed through Minneapolis to collect Somali stories to help retain the Somali culture which is based on a rich oral tradition. There are many well-known Somali tales have been passed from generation to generation. This project has collected 19 stories which are printed in English and in Somali. There are vocabulary lists, plays, and sequencing activities to accompany each story.

[http://www3.mpls.k12.mn.us/schools/elementary/lyndale/somali/tocweb.html](http://www3.mpls.k12.mn.us/schools/elementary/lyndale/somali/tocweb.html)

Spanish

**Colorin Colorado**
A bilingual Website for families and educators of English language learners who speak Spanish and English.

[www.colorincolorado.org](http://www.colorincolorado.org)

**El Reto: A Leer, America! ¡A LEER Y ESCRIBIR YA! Cómo Divertirse Leyendo y Escribiendo** May, 1997. This online booklet for parents of children in preschool or elementary school is in Spanish. It outlines activities that can be done at home that revolve around books, sequencing stories, rhyme and identifying syllables. Out of print but available through online bookstores.

**El Reto: America! En sus marcas, listos, ¡A Leer! Para las familias.**
Literacy information for parents of infants, toddlers and preschoolers is provided.
in **Spanish** that gives suggestions about things that can be done at home for each age to encourage emerging literacy. A list of suggested books is included. Out of print but available through online bookstores.

**Half Priced Books-Reading tips in Spanish-Infancy through 6th grade**
A printable brochure in **Spanish** on how parents can help their children become good readers.


**National Center for Family Literacy**
Beautifully designed booklet for **Spanish**-speaking parents that describes book knowledge, alphabet knowledge, writing, phonological awareness and how to become a good reader. It discusses the stages of literacy development from birth though early elementary school.


**Open the Door to Reading - Abrele la Puerta a la Lectura**
This colorful bilingual brochure explains in English and **Spanish** how parents can help their child become a reader with tips and suggestions on things to do at home beginning in the toddler years.


**Parents as Teachers**
On their “e store” search under **Spanish** materials for materials to use with families related to literacy.

[www.parentsasteachers.org](http://www.parentsasteachers.org)

**Washington Research Institute**
Supporting early literacy in natural environments, English and **Spanish** (45 page booklet).


**Videos for parents**

**Bigger than Books – Strategies for Interactive Reading:** Children are fascinated by stories, and reading aloud to them can set the stage for a lifelong love of books. The Bigger than Books video training DVD demonstrates how adult–child read-aloud times strengthen bonds and help children learn important literacy skills. Two complete programs—**Read to Me!** and **Once Upon a Time**—offer guidelines for making stories come to life both at home and in the classroom. For adults who work with children ages 1–8.
Celebrating Language and Literacy for Infants, Toddlers & Twos: Includes two videos on one DVD showing how early literacy skills develop within the context of caring relationships and experiences with families, providers, and communities. The first building blocks of language and literacy are shown supported by adults who intentionally facilitate children's interests within environments rich in opportunities. It provides examples of the many ways that language and literacy develops in a variety of cultures and languages, and demonstrates how adults can help very young children read the world around them. Also included is the DVD: Strategies for Early Language and Literacy Development. This DVD shows how everyday routines, experiences, and environments provide the tools for literacy through nurturing relationships, listening and talking, symbols, sounds, rhyme, and print. This is available in English with Spanish subtitles.

http://www.teachingstrategies.com/page/PD_Video.cfm

Food for Thought
A 14-minute film by Health Partners shows how reading to infants and toddlers affects the physical development of their brains and their future intelligence. Available in Public Libraries.

Hennepin County Library
Early literacy videos for parents are available to view on the library's Website in English and Spanish.

http://www.hclib.org/BirthTo6/readtome/index.cfm

Illinois Early Learning Project
Several short video clips are provided in English and in Spanish that demonstrate parents reading with children using techniques such as: responding and extending, reading partners and connecting with concepts and skills. View in English or in Spanish.

English: http://illinoisearlylearning.org/videos/parenting-videos.htm

Spanish: http://illinoisearlylearning.org/videos/parenting-videos-sp.htm

Landlocked Films
Many instructional films and documentaries on various topics in early childhood education and bilingual education, such as:

- Full Circle: Language and Literacy at Home and at School illustrates how all children, regardless of special needs, linguistic or cultural background, develop language and build literacy skills through interactions with teacher, parents, and providers.
Talk with Me

• **Language and Culture: Respecting Families Choices** discusses the benefits of remaining bilingual through interviews with immigrants from many cultures.

[www.landlockedfilms.com](http://www.landlockedfilms.com)

Talking and Books and Talking and Play: Each twenty-minute video portrays parents interacting with children in their native language using books and toys tand gives parents ideas on how to stimulate language development. Available in *English, Spanish, Vietnamese, Mandarin, Korean* and *Filipino*.


**Teaching Strategies NEW Spanish** Videos for parents. Bigger than Books – Strategies for Interactive Reading + Celebrating Language and Literacy for Infants, Toddlers & Twos are available from Teaching Strategies.


**Information about Public Libraries**

Families new to the United States may have little experience with the public library system. Ask them if the family has a library card. If they don't, help families obtain a library card (application forms are available in other languages.) Explain how the library works pointing out that the service is free and books are available in many languages. A guided tour of the library or a field trip can be extremely helpful in raising families’ comfort level in using the library. Handing out a map of library locations or bookmobile stops can help families find the library.

Please contact your local libraries for information about how to obtain a library card, what books are available in other languages and story times. Here are other ways to help CLD families become comfortable using the library:

• If it is an option, meet the family at the library and help them get a library card.
• Organize a class field trip to the library, invite parents to come along and help them get a library card. While there, show them where books in other languages are housed and/or where wordless books are housed.
• Organize a “family fun night” at the library, coordinating with the library staff.
Talk with Me

- Invite parents to attend “story time” at the library when offered in their native language.

**Exit to en el Norte-Success in the USA** Print a free brochure in **Spanish** on how to use a library and what types of services are offered at libraries.

http://exitovideos.com/library_brochure.html

**U.S. Public Library Websites with Information in Spanish**. A Website with information and links in **Spanish** and English from different libraries throughout the United States.

http://reforma.org/spanishwebsites.htm

**Family Literacy: Adult ESL classes**

**Minnesota Literacy Council (MLC)**
The Minnesota Literacy Council’s Adult Literacy Hotline provides referrals to community programs that offer one-to-one tutoring, small-group or classroom instruction to adult learners. The Hotline provides information about more than 425 programs throughout Minnesota, organized by zip code, city, and county. The database of ESL classes in Minnesota helps match the needs of parents (location, hours, childcare needs, transportation needs) with available classes. To obtain Adult Literacy Hotline brochures or business cards call 1-800-222-1990.  [www.themlc.org](http://www.themlc.org)

http://www.mnliteracy.org/hotline

**The MLC Adult Literacy Spanish phone line** is answered in Spanish from 8:30am to 4:30pm Monday through Friday to get information about adult ESL classes from the Minnesota Literacy Council.  1-800-222-1990