



## OREGON'S EARLY LITERACY FRAMEWORK

# Literacy and Language at Home and in our Communities

Talking, playing, singing and sharing family and cultural traditions all support your child's literacy development. The ways you and your community are already supporting your child's language and identity development are important for their literacy learning at school. You do a lot to support your child's literacy success in your everyday life.

We invited families to open their doors and share. Let's look at a few ways your everyday interactions are helping your child grow as a reader and writer.

# Affirmations and Rhythms

A mother and her daughter take part in family affirmation with rhythm during their weekly hair washing routine.

**MOTHER**  
Massage your scalp, baby.

**DAUGHTER**  
I know, mama.

**MOTHER**  
Like this. Good, that's right.  
**\*Pause\***  
How you feelin' bout school next week?

**DAUGHTER**  
Alright, I guess.  
Sometimes its hard,  
ya know? Other times  
I feel like I got it.

**MOTHER**  
**\*Gives hug\***  
I understand. I love you and we're here for you. What do you think about reading some of our affirmations while we wash?

**DAUGHTER**  
That'd be good.

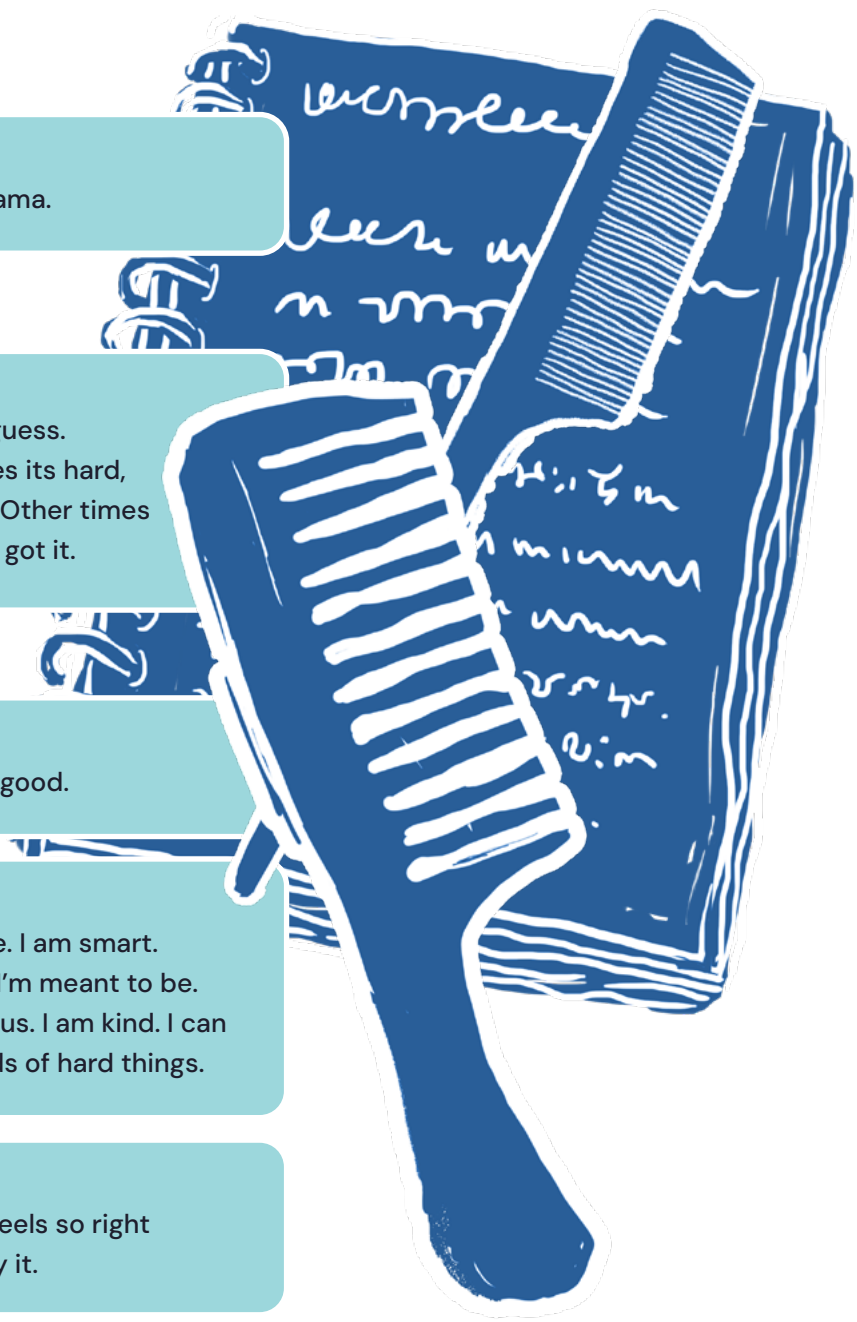
**MOTHER**  
**\*Grabs family notebook.\***  
Go ahead, pick one and say it strong.

**DAUGHTER**  
I am brave. I am smart.  
I am who I'm meant to be.  
I am curious. I am kind. I can do all kinds of hard things.

**MOTHER**  
That's it.

**MOTHER**  
Good. Those words are your truth.

**DAUGHTER**  
The flow feels so right when I say it.



As children learn and grow, they are exploring who they are in the world, who others say they are and who they would like to be. The mother and daughter are building on oral traditions that affirm identity and create a foundation for learning.



# Sounds, Language Play and Discovery

A father and his son sing a classic children's song.  
They each act out different actions as they sing along.

## FATHER AND SON:

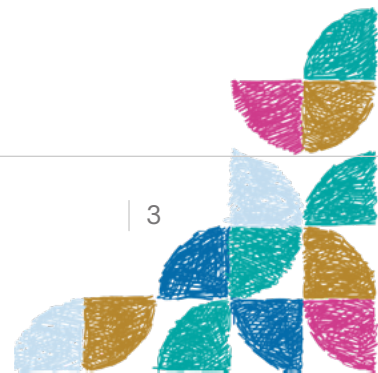
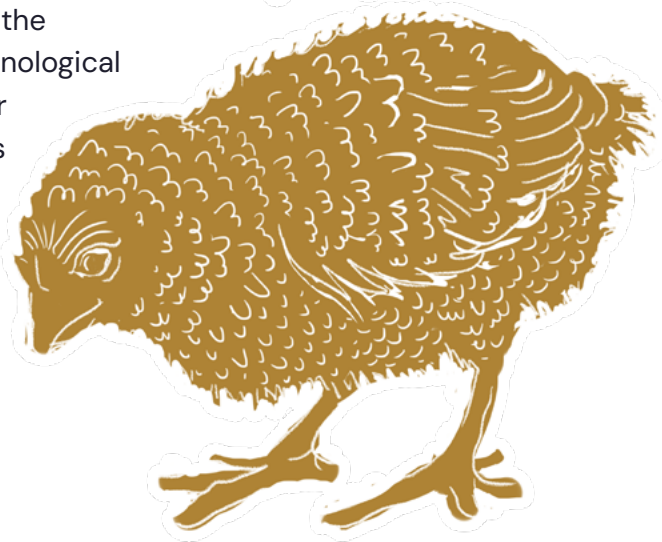
Los Pollitos dicen pio, pio, pio  
(The chicks say "pio, pio, pio")

Cuando tienen hambre, cuando tienen frío ...  
(When they are hungry, when they are cold)

La gallina busca el maíz el trigo  
(Mama chicken looks for corn and some wheat)

Les da la comida y les busca abrigo  
(That will give them "food;"  
that will give them "heat")

As they sing together, the child recognizes the sound that "chicks" make when they are cold or need support. He also recognizes verbs associated with different actions in the lullaby given the movements the father and son have co-created. When you sing or rhyme with the children in your life, you are activating phonological awareness. Phonological awareness is your child's ability to hear and play with sounds and language. This is a foundation to learning to read and write.



# Idea Expansion and Elaboration

A grandma and her granddaughter talk about her school project while chopping vegetables for a pot of stew.

**GRANDDAUGHTER**

You know my teacher, Mrs. Stackhouse, is going to display our paintings and stuff at City Hall? My painting is ready but I still got to write out a tag for it that says who made it and what it means.

**GRANDMOTHER**

So you could write ... This painting, created by Shayla Guzman, daughter of Tony and Robin Guzman, granddaughter of Virgil and Norma Guzman and Raymond and Margaret Suppah, shows ...

**GRANDDAUGHTER**

**\*Laughing\*** No, grandma, it's just going to have my name, not all your names, and I don't know what it shows. I mean it's a horse. But I don't know why I painted it and I don't know what it MEANS. I like horses, so I painted one.

**GRANDMOTHER**

Okay, so, this painting, created by Shayla Guzman, daughter of nobody and granddaughter of nobody, is a horse.

**GRANDDAUGHTER**

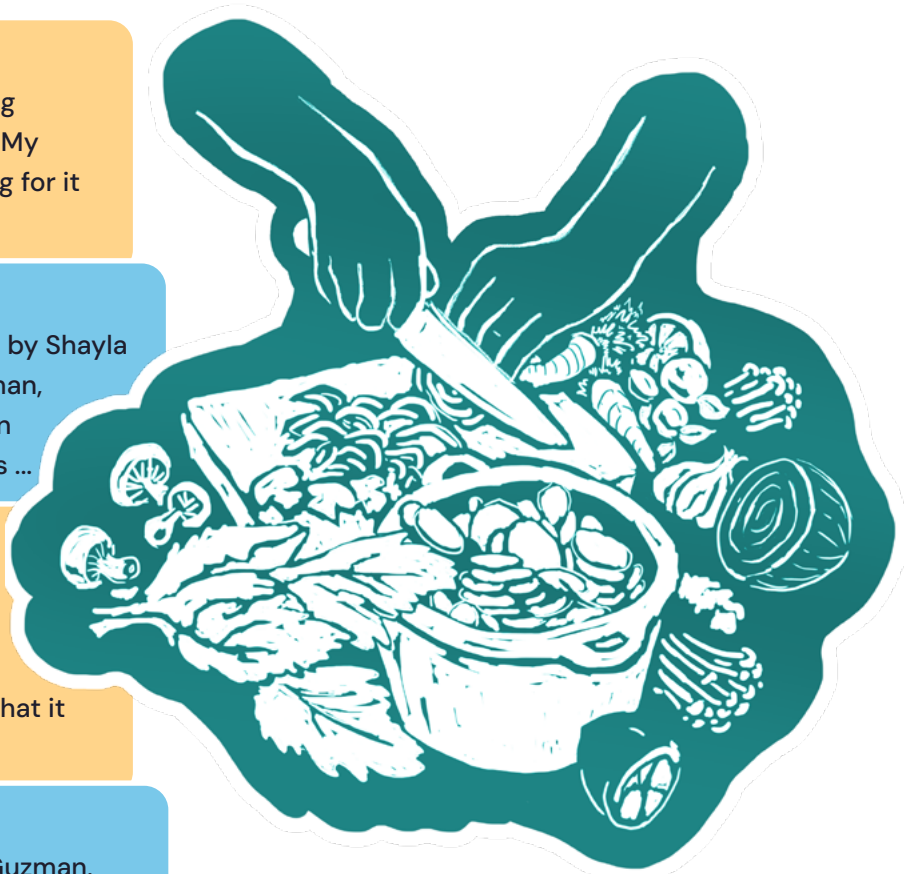
**(Laughing)** I can't just write "is a horse."

**GRANDMOTHER**

So you don't know why you painted it. Maybe you just tell a little story on your tag instead? You are a good storyteller. This painting, created by Shayla Guzman, shows a horse running toward ...

**GRANDDAUGHTER**

**\*Interrupting\*** His name is Surefoot and he's not running toward anything. He is running away ... away from his farm.



The grandma's rich language connecting her granddaughter to the family helps develop vocabulary and communication skills. Storytelling is a way to help children build reading skills, especially comprehension.

When you ask children to tell you more about their ideas, it helps them develop their confidence and voice. As children tell their stories, they practice new words and develop strategies to help others understand their opinions and ideas. This is an important building block for both understanding the writing of others and becoming confident writers themselves.



# Books, Print and the Everyday Reading

A mother and son read text messages from an uncle who is stationed in a different state.

**MOTHER:** I got a text from Uncle Mark today and so did you. You want to read it?

**SON:** Yeah, let me see. (reads) "Hey boss. How you been? I been thinking about you. It's way too hot here but the food is a little better." Where is he stationed now Mama?

**MOTHER:** He's in Arizona. Outside Phoenix. That's the capital of Arizona. It's a big city, but he's west of it, in the wide open desert. I bet it's crazy hot right there now.

**SON:** Okay, oh yeah, okay so he says we been playing some football too. (reads) "I know your mama worries about you getting hurt but I can't wait to see you throw." The first thing I'm gonna show him when he gets home is that video from our last game. Actually I should just send it to him. You can send him the video?

**MOTHER:** Yeah, we can text him the link.

**SON:** Yeah, then he says (reads) "Do your school work and take good care of my baby sister." Huh?

**MOTHER:** Let me see that. Baby sister, me!

**SON:** That's so weird that he's your brother. And then it's just you're smart, you're brave, and I love you.

**MOTHER:** What's the matter honey?

**SON:** I just miss him, I guess.



This mother and son each read the texts together and on their own. When you read authentic texts (like cereal boxes, recipes, street signs, instructions) at home and in your community, you help your child understand that literacy is more than a school task. Fun experiences with text help fortify your child for tackling increasingly complex reading and writing. The mother lets her son read the text himself. Reading in everyday life exposes children to different formats and purposes for reading.



# Connecting Literacy at Home to Reading and Writing at School

Family interactions at home can be a bridge to learning that happens in schools. Want ideas for learning more about what is happening at school?

Here are some sample questions that can help connect what you are doing at home with what is happening at school.

## Questions to Ask Your Child

- Tell me about a new word you heard today.
- What books did you or your teacher read today?
- Who did you help today? Who helped you? What happened?
- Who did you share ideas with? What stories did you hear today?
- What did you choose to do during play/free time?
- Was there anything that made you feel happy or excited today?

## Questions for Your Child's Teacher

- What are my child's literacy strengths?
- What kinds of books does my child like to read in school?
- What does my child like to write about?
- How does my child choose reading materials? How does the classroom or school environment support those choices?
- Who is my child most connected to in the school/classroom community?

