



# Ohio

## Literacy Academy 2021

### Early Prevention of Language, Reading and Writing Difficulties Viewing Guide

#### Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

#### Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Julie A. Washington, Ph.D. We are grateful to Dr. Washington for sharing her expertise with Ohio educators.

#### Reproducing the Viewing Guide

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#### Early Prevention of Language, Reading and Writing Difficulties

**Age/grade band:** Birth-kindergarten entry

**Presenter:** Julie A. Washington, Ph.D.

## Session 1: Early Signs of Speech and Language Differences

**Learning objectives:** Participants will understand early signs of speech and language differences in children age birth through kindergarten entry.

**Complete prior to viewing video presentation:** Read the articles "[The Impact of Poverty on Educational Outcomes for Children](#)" (Ferguson, et al., 2007) and "[An Examination of Language Input and Vocabulary Development of Young Latino Dual Language Learners Living in Poverty](#)" (Boyce, et al., 2013).

**Video presentation** (34:58)

**Complete after viewing video presentation:** Reflect upon the impact of poverty on this early developmental period and discuss the following questions with colleagues. How might growing up in poverty impact language development in each domain (such as syntax, semantics, morphology, phonology and/or pragmatics)? What if you also are an English learner? What additional challenges might you face?

## Session 2: Working with Young Learners with Speech and Language Differences

**Learning objectives:** Participants will learn the variance between language differences and language disorders. Additionally, participants will understand how to work with young learners who have speech and language differences while creating a culturally sensitive and family centered environment.

**Complete prior to viewing video presentation:** Read the article "[Culturally Different Students in Special Education: Looking Backward to Move Forward](#)" (Ford, 2012).

**Video presentation** (20:05)

**Complete after viewing video presentation:** Language differences and language disorders can look very similar. Discuss the following questions with colleagues.

1. What does this mean for special education referrals and Response to Intervention?
2. How do we tell the difference?
3. What is the impact on assessment?
4. What can it look like in the classroom?

## Session 3: Transitioning Young Learners with Speech and Language Differences or Linguistically Diverse Backgrounds to Preschool and Kindergarten

**Learning objective:** Participants will learn how to transition young learners with speech and language differences or linguistically diverse backgrounds to preschool and kindergarten.

**Complete prior to viewing video presentation:** Read the articles "[Second Language Acquisition for All: Understanding the Interactional Dynamics of Classrooms in Which Spanish and AAE are Spoken](#)" (Rymes & Anderson, 2004) and "[The Impact of Dialect Density on the Growth of Language and Reading in African American Children](#)" (Washington, et al., 2018).

**Video presentation** (20:38)

**Complete after viewing video presentation:** Children who speak dialects of English may struggle with reading development. Reflect upon your own literacy instruction practices and discuss the following questions with colleagues:

1. Where might dialect differences impact instruction?
2. What kinds of changes in that practice might make it easier for these children?
3. How might we include dialect in our teaching? Is this desirable?

**HOW ARE WE DOING?**

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