TOOLKIT for Implementing the LANGUAGE LEARNING PROJECT
# TOOLKIT FOR IMPLEMENTING THE LANGUAGE LEARNING PROJECT

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ACKNOWLEDGEMENTS

This toolkit for implementing the Language Learning Project (LLP) is based on innovative practices to support young Dual Language Learners including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children birth to five years of age. The POLL strategies were originally developed by early childhood experts Dr. Linda Espinosa, Dr. Carola Oliva -Olson, and Elizabeth Magruder. They were joined in the development of the toolkit by Dr. Sue Bredekemp and Whitcomb Hayslip. The developers wish to express their gratitude to the members of the Early Childhood Education (ECE) community in Fresno, California for their dedicated work in the evolution of this project.

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INTRODUCTION

In 2016, a group of Early Childhood Education (ECE) practitioners from multiple agencies in Fresno, California, came together to better address the needs of young Dual Language Learners (DLLs) and their families in the community. From this initial commitment, they collaboratively built a professional development approach now known as the Language Learning Project (LLP). Four years later, this model has deeply impacted the Fresno community and its early childhood educators while gaining local, state, and national recognition. Many other communities have reached out to learn more about the approach and we’ve put together this toolkit to share elements of the approach and the learning in Fresno that can be helpful to others in their efforts to address the needs of young DLLs.

Just like the Language Learning Project itself, this toolkit is a collaborative effort, with various LLP members contributing their insights and learning to specific sections based upon their experience and expertise. This toolkit is not a template to exactly replicate Fresno’s experience, but rather a collection of resources to help communities develop their own professional development system to meet the needs of their young DLLs and their families. We hope that it will be helpful to communities as they build their own capacity to support the life-long learning of Dual Language Learners.
PROJECT BACKGROUND

COMMUNITY NEED

Fresno Unified School District, located in California’s central San Joaquin Valley, is the fourth-largest school district in the state, serving more than 74,000 students in its Pre-K to 12th grade programs. The majority of Fresno’s students are disproportionately affected by poverty as the U.S. Census Bureau ranks Fresno as the second poorest urban area in the entire United States and the poorest metropolitan area in California.

The student population in Fresno is 67.78 percent Hispanic or Latino, 10.62 percent Asian, 8.4 percent African American, and 9.95 percent White. The overall student population includes 24 percent that are English learners, speaking more than 36 different languages. Like most other large urban school districts in our country, Fresno Unified has found it challenging to meet the multiple needs of their English learners. Results from statewide assessments in California indicate that more than 90 percent of the English learners in Fresno who have not been reclassified as fluent English proficient, are below proficiency in language arts and math.

ADDRESSING THE CHALLENGE

In 2014, the David and Lucile Packard Foundation introduced a new initiative known as Starting Smart and Strong. This initiative provided the opportunity to develop a community professional learning model focused on enriching the interactions between young children and the adults who care for them. A cross-agency collaborative was developed between Fresno Unified Early Learning Department, Fresno County Superintendent of Schools, Fresno Economic Opportunities Commission Head Start/Early Head Start, and the local Child Care Resource and Referral Agency (Children’s Services Network). Leaders from these agencies came together with the common goal of improving educational
opportunities for our youngest learners. Senior leaders shared data from their individual agencies and as a group quickly came to consensus on the pressing need to improve our services to young Dual Language Learners and their families. Dr. Linda Espinosa, an internationally known expert on dual language acquisition, consulted with the team to develop an effective model for ECE practitioners working in a variety of settings that serve children ages birth to five. Initially this model was known as the Fresno Language Project and later the Language Learning Project. Collaborative decision making built on trusting relationships across the systems from administrators to site supervisors to practitioners contributed to the project’s success and the enthusiastic engagement of the participants.

PROFESSIONAL DEVELOPMENT SESSIONS AND COACHING

From the beginning of the project, the executive team and the program manager team worked closely with Linda Espinosa and Elizabeth Magruder to design a series of professional development sessions. A cohort of early childhood educators from a variety of agencies and settings participated in five training sessions each year, including individualized site-based follow ups. An ongoing coaching model was designed with three coaching sessions per site between the training sessions. The coach worked with each participant to develop a portfolio of the ongoing strategy implementation and shared reflection on the specific areas needing more in-depth understanding and support. The data from the coaching portfolios along with the results of the feedback surveys at professional development sessions measured the ongoing success of the project and guided quality improvement. In addition to these internal evaluation efforts, external evaluation was provided from two well-respected quantitative and qualitative research organizations: Engage R+D and New America. These external evaluators played a critical role in both assessing the results of the project and providing collaborative support in its development.

LOOKING BACK AND MOVING AHEAD

As we reflect back on these first years, it is clear that there were four essential ingredients that led to the success of the Language Learning Project (LLP):

- The openness of the ECE community in Fresno to acknowledge the need to better serve young Dual Language Learners and their willingness to learn new strategies to meet that need
- The strong sense of cross-sector collaboration built on a belief that no matter which program served them, they were all our Fresno children and that the only way to address the need was to work together
- The availability of specific research-based strategies, Personalized Oral Language Learning (POLL), that educators could learn and use in their programs to better serve young Dual Language Learners and their families
- The thoughtfully planned combination of high-quality professional development sessions and onsite coaching support
As we move ahead, the agencies participating in the Language Learning Project have seen its success and are working to sustain it by embedding the strategies into their ongoing work. The goal is for the Language Learning Project to become part of existing professional development platforms in all early childhood programs. However, this plan for sustainability of the project is dependent on building local capacity. The Language Learning Project has been fortunate to have external DLL experts working with our local staff to enrich their knowledge base and leadership skills. We are optimistic that as California and our country move into a new era of Early Childhood Education, there will be funding to support this kind of leadership capacity in all our communities and to sustain a quality system that lays a foundation for life-long success for all children, including our Dual Language Learners.

GETTING STARTED

As you begin to use this toolkit in your community to build a stronger foundation for young Dual Language Learners, remember that it is always important to conduct a landscape analysis before embarking on any new initiative. Asking and answering the following questions will help guide the process, target high priority areas, and use data to improve services.

Questions To Consider

- Have you carefully reviewed your local student data to identify how your DLL/ELLs are succeeding? How do their English and home language skills look at PreK, at K entry, at end of first grade, at third grade? What is the rate of reclassification of ELLs to FEP and at what grades does this typically occur? Which ELLs achieve at higher rates — those that attend PreK; those that have stronger L1 language abilities; those that attend ECE programs with home language support, those from different language and SES backgrounds?
- What are the language strengths and needs of your DLLs? How many different languages are represented in your 0-5 population and what types of early educational opportunities do they currently have?
- What are the language strengths and resources in your community? Do you have local religious organizations, community agencies, parent groups, or cultural centers with adults who are culturally knowledgeable and fluent in multiple languages?
- What is the language capacity of your staff?
- Do your district and community view bilingualism as an asset that is valued and promoted?
- What are the current language learning opportunities available for DLLs in your community?
- Do the families of DLLs participate at high rates in your ECE programs?
SECTION II

THE SCIENCE OF DUAL LANGUAGE LEARNING
California has the most linguistically diverse population of young children and families in the U.S. with over 50% of all children ages birth to 5 living in homes where English is not the primary language (First Five, California, 2017). In fact, 252 languages are spoken in California with English and Spanish being the most common. In the Early Childhood Education field, we describe these children whose home language is not English as DLLs. The office of Head Start defines DLLs as young children exposed to two or more languages or young children who learn a second language while continuing to develop the first. In the K-12 system these children are typically described as English Learners (EL). This inconsistency is due to the historical context in which labels were developed.

While current research (NASEM, 2017) and California state educational policies (CA EL Roadmap, 2017; California Preschool Program Guidelines, 2015) both affirm the value of early bilingualism and view cultural and linguistic diversity as assets, many DLLs do not reach their full potential. Although research shows that learning more than one language during the early childhood education (ECE) years can be accomplished by all young children and carries significant linguistic, academic, social, and cognitive advantages (NASEM, 2017), many DLLs evidence achievement gaps in comparison to native English speakers (EOs), suggesting that ECE educators need to adopt new strategies for realizing the academic and intellectual potential of DLLs.

A recent report by the National Academy of Sciences, Engineering and Medicine, Fostering the Educational Success of Children and Youth Learning English, offered a research synthesis on the development and achievement of DLLs from birth to age 21 (NASEM, 2017). This comprehensive review of relevant research provides much-needed guidance on “best practices” and educational policies important to the academic success of DLLs. The major findings and conclusions about children ages birth to 5 from this report are summarized on the next page.
MAJOR FINDINGS AND CONCLUSIONS
NASEM, 2017

- All young children, if given adequate exposure to two languages, can acquire full competence in both languages;
- Early bilingualism confers benefits such as improved academic outcomes in school as well as enhancement of certain cognitive skills such as executive functioning, linguistic flexibility, and delayed onset of dementia;
- Early exposure to a second language — before three years of age — is related to better language skills in that second language;
- The language development of DLLs often differs from that of monolingual children: they may take longer to learn some aspects of language that differ between the two languages and their level of proficiency reflects variations of amount and quality of language input;
- The cognitive, cultural, and economic benefits of bilingualism are tied to high levels of competence including listening, speaking, reading, and writing in both languages, e.g., balanced bilingualism at kindergarten entry predicts best long-term outcomes;
- DLLs should be supported in maintaining their home language in preschool and early school years while they are learning English in order to achieve full proficiency in both languages;
- DLLs' language development is enhanced when adults provide frequent, responsive, varied language interactions that include a rich array of diverse words and sentence types. For most DLL families this means they should continue to use their home language in everyday interactions, storytelling, songs, and book readings;
- There is wide variation in the language competency among DLLs that is due to multiple social and cultural factors such as parents' immigration status and number of years in U.S.; family socioeconomic status (SES), status of home language in the community, resources and amount of support for both languages.

This consensus study (NASEM, 2017) yielded a comprehensive view on language development, and school practices and educational policies that impact DLLs’ growth and school success. Five major interrelated conclusions are central to improving the educational outcomes for DLLs. The first conclusion is that ALL children are capable of learning more than one language from the earliest months of life and benefit from early exposure to multiple languages. The second major conclusion is that high levels of proficiency in both the home language and English are linked to the best academic and social outcomes. The third is the finding that the earlier DLLs are exposed to a second language the greater are their chances for full bilingualism and the associated cognitive benefits. The fourth conclusion is that home language loss is currently the norm for DLLs, particularly once they enter English-speaking ECE settings, which subverts the possibility of full bilingualism and may place the child at risk for healthy family relations including estrangement from their cultural heritage. Finally, the fifth major conclusion is that all ECE educators can and should learn specific practices and instructional strategies that promote early bilingualism and high academic achievement.

These findings from the NASEM report are contributing to an emerging consensus on the elements of effective practices for DLLs. An underlying principle for the effective education of DLLs is that they need both early and purposeful exposure to English as well as intentional support for home language maintenance and development. Early balanced and intentional exposure to both languages supports early bilingualism which is important for kindergarten entry and later academic success. This research has identified certain ECE program features and instructional practices that promote school readiness and help reduce the achievement gap between DLLs and their English-only peers at kindergarten entry.
IMPORTANCE OF SUPPORT FOR HOME LANGUAGE

Home language preservation should be considered a priority for all ECE programs. When very young DLLs are exposed to English, they often start to show a preference for speaking English and a reluctance to continue speaking their home language. As English constitutes the primary language that DLLs hear outside of their home, and it is often the preferred language in community contexts, a strong possibility exists that DLLs will lose their desire and ability to understand and speak their home language, especially once they are exposed to English in an ECE setting that uses English as the language of instruction. ECE professionals and program administrators should know that there are developmental risks associated with loss of a child’s first language. Therefore, ECE educators must pay careful attention to the ongoing development of each DLL’s first or home language. This toolkit is designed to provide guidance and a range of classroom strategies that all teachers, even monolingual English-speaking teachers, can implement that will value and strengthen the home language while also intentionally exposing DLLs to English.

IMPORTANCE OF EXPOSURE TO ENGLISH DURING PRESCHOOL YEARS

Young DLLs have very uneven amounts of English exposure, home language environments, and, consequently, levels of proficiency in both their home language and English. A preschool DLL may be fluent in both languages, proficient in the home language, but know very little English; have some English conversational language abilities, but little academic language skills; or have minimal proficiency in both languages. Recently, several studies have shown that lower levels of English proficiency at kindergarten entry are related to later school and specifically English reading difficulties. These studies underscore the importance of systematic exposure to English during the preschool years as also being important to future school performance of DLLs.

Recent research on the amount of time it takes for DLLs to become reclassified as fully proficient in English has also found that early proficiencies in both the home language and English at kindergarten entry are critical to the process of becoming academically proficient in a second language and may reduce the amount of time to reclassification as English proficient.

GROWING UP WITH TWO LANGUAGES

Much research has shown the importance of social settings and human interactions for the infant brain to benefit from language interactions. In essence, all infants and toddlers, including DLLs, need attentive adults who are warm, responsive, and provide frequent language interactions that are interesting and enriching.

The influence of the age when a child is first exposed to the second language has been extensively studied. Research has shown that during the first year of life DLLs are capable of distinguishing between two different languages and can quickly learn the salient features of each language (Kuhl, et al, 2006). In fact, there is evidence to suggest that sometime between 8 and 10 months of age, infants’ ability to detect sounds not in their native language starts to decrease (Kuhl, 2011). This means that infants are most sensitive to the different sounds of diverse languages during their first year of life. Additional studies have found that DLLs who learn two languages simultaneously or from a very early age reach major language milestones in each language at approximately the same ages and learn both languages at approximately the same rates leading to full bilingualism. These young bilinguals also start to show some cognitive and linguistic processing advantages over monolinguals as early as 14 months of age (Kuhl, 2016). Further, some research has shown that the optimal age for learning the morphology and syntax of a second language is before 5 and the “language sensitivities” identified in infants starts to fade out after 3 or 4 (Meisel, 2008).
DOCUMENTED ADVANTAGES OF EARLY BILINGUALISM

The educational implication of this brain research is that very young children are capable of learning two languages earlier than previously thought and that the early exposure to more than one language alters the neural architecture of the brain in ways that enhance certain aspects of linguistic and cognitive functioning. Research has shown that during the first year of life DLLs are capable of distinguishing between two different languages and can quickly learn the salient features of each language. Bilingual infants as young as seven months of age demonstrated superior mental flexibility when presented with shifting learning tasks; when compared to monolingual infants, bilingual infants were able to quickly respond to a switch in learning conditions and change their responses. This particular skill, the ability to inhibit previous learning when conditions change, is usually considered one aspect of executive functioning and is an essential component of school readiness.

Early bilingualism has also been associated with other aspects of executive function abilities, for example, working memory, inhibitory control, attention to relevant vs. irrelevant task cues, as well as improved language skills (Sandhofer & Uchikoshi, 2013). As stated above, these executive function skills have been identified as foundational to kindergarten readiness and academic success (Espinosa, 2013). As infants mature into preschoolers, these advantages in executive function abilities become even more pronounced, especially in tasks that require selectively attending to competing options and the ability to suppress interfering information.

The specific languages a child is learning, as well as the amount of experience with each language, influences how the brain processes each language. Young children who have frequent, enriched language interactions in more than one language will learn the features of both languages and typically meet most language development benchmarks in each language at around the same age as monolinguals. However, this emergent bilingualism with the associated cognitive advantages is dependent on the amount and quality of language input.

The bilingual benefits discussed above have been found across cultural and socioeconomic groups as well as across different language combinations. These cognitive advantages depend on the extent the child is bilingual. Children who are more balanced in their bilingualism show larger advantages than children who are more strongly dominant in one language. The fact that preschool DLLs enter programs with some proficiency in their home language and are at an ideal age to learn and benefit from learning a second language, i.e., English, provides a compelling rationale for designing programs that support both languages.

To summarize, current scientific findings confirm that preschoolers have the capacity and, indeed are neurologically prepared to learn more than one language — and they gain cognitively from managing the linguistic processing required when becoming bilingual. However, learning a second language should not come at the expense of continued home language development. The research highlights the importance of sufficient exposure to both languages in order to reap the benefits of bilingualism.

DIFFERENCES BETWEEN DLLS AND MONOLINGUALS

DLLs seem to show a different pattern of strengths and needs than monolinguals. They are at risk for low levels of oral language development if not provided with frequent high-quality enriched language learning opportunities in both languages. Their basic mathematical understandings may differ from English speakers if their first language uses different language constructs for expressing math concepts such as counting, plurals, grouping, etc. DLLs may show advantages in some executive function skills such as cognitive control and they often demonstrate social-emotional strengths (NASEM, 2017).
In some areas of development, DLLs show either no differences or slight developmental gaps when compared to monolingual children. Studies have consistently found that bilingual children take longer to recall words from memory especially in their non-dominant language. They have slower word retrieval times in picture naming tasks and lower scores on verbal fluency tasks. These findings underscore the need for teachers to understand the challenges a young Dual Language Learner experiences when processing language and the need to allow sufficient time for the child to come up with a response. Giving children sufficient time to respond is important for all children, but critical for young Dual Language Learners as they are processing language requests in two languages.

In addition, many studies have found that bilingual preschoolers tend to have smaller vocabularies in each language when compared to English-speaking and Spanish-speaking monolinguals. However, a Dual Language Learner’s vocabulary is distributed across two languages and when both languages are considered, their vocabulary size is often comparable to monolinguals. As Conboy (2013) has pointed out, “…bilingual lexical learning leads to initially smaller vocabularies in each separate language than for monolingual learners of those same languages, but that total vocabulary sizes (the sum of what children know in both their languages) in bilingual toddlers are similar to those of monolingual toddlers.

As vocabulary size is a key goal in preschool and very important to future reading comprehension, this variation in Dual Language Learning is critical for preschool teachers to understand. This difference in vocabulary development in DLLs most often does not indicate language delays or possible learning problems but is a typical feature of early bilingualism. If a preschool child does not know the English word for table, the child may understand the concept of a table, but might know a different word, for example, mesa.

Oral language skills, including vocabulary skills, listening comprehension, grammatical knowledge, and expressive vocabulary have been found to be especially important for DLLs’ future reading abilities. Recent research with young Spanish-speaking children from low-income backgrounds has found that these young Dual Language Learners might be at risk for delays in their early literacy development due to their weaker oral English language abilities (Espinosa & Zepeda, 2016; Lesaux, 2013). This research with Dual Language Learners demonstrates the importance of oral language development by providing rich and engaging language environments in both languages, while at the same time focusing on building early literacy skills. In light of this research, it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young Dual Language Learners.

Summing up what is known about this topic, multiple factors affect DLLs’ vocabulary growth including: similarities between the two languages being learned, the language of schooling, age of acquisition of each language, the child’s socioeconomic status, and the quality and quantity of their exposure to each language. Further, Dual Language Learners typically develop vocabulary knowledge in different contexts for each of their languages, e.g., at home or at school, and the rate of vocabulary development may not be the same for each language (NASEM, 2017; Espinosa, 2015).
SECTION III

DEVELOPMENTALLY APPROPRIATE PRACTICE: HIGH-QUALITY EARLY EDUCATION FOR ALL CHILDREN
Every child deserves high-quality, equitable early education. In high-quality programs, every day of young children’s lives is filled with warm and caring relationships, engaging learning experiences, and joyful play. Such programs have been proven to prepare children for later success in school and life. A key determinant of the quality of a program is the degree to which educators use developmentally appropriate practices.

Developmentally appropriate practice (DAP) is the foundation on which all high-quality programs are built. Such teaching practices provide the framework within which the specific instructional enhancements described in Section IV are implemented. DAP alone is necessary but not sufficient to effectively promote the development of Dual Language Learners. Even when high quality is evident in ECE classrooms, it is not sufficient to promote optimal levels of development, especially language development. As DLLs are often not proficient in English and sometimes do not have well-developed home language skills, they will need additional instructional adaptations and language supports in order to achieve optimal results from high-quality ECE instruction. ECE educators must incorporate additional strategies that bring each child’s home language and culture into the setting. These enhanced classroom practices, which are described in Section IV of this toolkit will promote the early bilingualism and future school success of DLLs.

WHAT IS DEVELOPMENTALLY APPROPRIATE PRACTICE?

Developmentally appropriate practice is intentional teaching that adapts for the strengths, experiences, interests, and abilities of individual children within a given age range and social and cultural context to help them meet challenging and achievable goals.

The foundation of developmentally appropriate practice is early childhood educators’ knowledge of how children develop and learn optimally. Its ultimate goal is to promote the development and enhance the learning of each individual child. Goals for children need to be realistic and attainable for most children within the age range of the group. For DLLs, this means that educators must be knowledgeable about the process of second language acquisition and understand what typical development looks like for children growing up with more than one language.

Developmentally appropriate teaching practices are effective — they contribute to children’s ongoing development and learning. If children are not progressing toward important outcomes, then the practices and experiences in the program cannot be developmentally appropriate. As described earlier, virtually all research has found that DLLs need both systematic exposure to English as well as ongoing support for home language maintenance and development. This early balanced and high-quality exposure to both languages is important for kindergarten entry and later academic success.
To ensure their practices are effective and developmentally appropriate, educators need to be intentional in everything they do. Three fundamental considerations guide educators in making informed, intentional decisions about developmentally appropriate practices for their group of children:

1. **What is currently known about development and learning of children within a given age range?** Such knowledge helps educators make general predictions about environments, materials, interactions, and experiences that will be safe, interesting, and engaging for children and best promote their learning and development.

   For DLLs, this means that ECE educators need to understand the process of second language acquisition during the early years and how it is similar to and different from monolingual English-speaking children.

2. **What do educators learn about each child as an individual through relationships, observation, documentation, and culturally and linguistically appropriate assessments?** Educators meet children where they are. They continually observe, gather information, and adapt their teaching to help each child make continued progress. They get to know each child’s preferences, personalities, and assets as well as their developing abilities. Inclusion of children with disabilities and special needs adds further diversity to the range of individual variation.

   For DLLs, this means that program staff need to continually assess DLLs’ academic progress and language proficiency in both of their languages.

3. **What do educators learn about the social, cultural, and linguistic contexts in which children live?** Knowing about each family’s traditions, talents, and history, values, expectations, and language(s) of children’s families and communities allows educators to create learning environments and experiences that are meaningful, respectful, and supportive of every child.

   For DLLs, this means that all ECE programs need to actively outreach and partner with families to learn about the child’s early language learning experiences as well as the family values, customs, and preferences.

Educators must consider all this information because it is interrelated. Children share some characteristics with other children within their age range, but they also develop as unique individuals and as members of cultural groups whose language, values, and beliefs shape how their development occurs.

Developmentally appropriate practice depends on observing and knowing children well and accurately assessing their competence. But children’s ability to demonstrate their learning depends a great deal on their language capacity, both to understand the demands of the task and to respond either to an educator’s question or a written task — especially when a child has limited English skills and the educator does not speak the child’s home language. The need to understand a child’s strengths and language needs is further complicated by the fact that DLLs know some things in their home language and some things in English which means monolingual English-speaking educators must partner with families to determine what the child knows. Engaging families as key informants about their children’s competence at home and in the community is vital.

Knowing what children, within a given age range, are generally capable of and how they learn provides educators with a starting point for planning and organizing a program. But such a broad
picture is not enough. Educators will have little success if they try to teach everyone the same way. If their expectations are too high, children become frustrated. If their expectations are too low, they become bored. In either case — teaching only what is “typical” or having unrealistic expectations — children will fail to make learning progress.

We now know a great deal about how children learn which guides decisions about developmentally appropriate programs. Research demonstrates that children develop optimally in a caring community of learners. All children, including DLLs, learn through positive relationships and responsive interactions with educators. They thrive when given opportunities for active exploration and play with their peers. And they need meaningful engaging learning experiences to reach their potential. All areas of development and learning — social, emotional, cognitive, and physical — are interrelated. Therefore, children need integrated learning experiences that address the whole child and help them make sense of new learning in relation to what they already know.

Effective educators use a variety of intentional teaching strategies in the context of child-initiated and educator-guided experiences. They scaffold children’s learning in interest centers, individually, in small and large groups, outdoors, and during routines and transitions. To do so, they plan and organize appropriate learning environments. In the following sections we describe each of these key elements of developmentally appropriate practice.

A CARING COMMUNITY OF LEARNERS FOR CHILDREN AND FAMILIES

Children learn through relationships with adults and other children. A high-quality early childhood setting — whether it serves infants, toddlers, or preschoolers — is a caring community of learners. Warm, positive, language-rich interactions with caregivers are essential for healthy brain development and protection from the negative effects of stress.

Warm and responsive language interactions are essential for infant, toddler, and preschool DLLs. During the earliest years, the connection or bond between the child and provider is the most critical aspect of the interaction — not the language used. Therefore, it is important for ECE educators to have frequent face-to-face interactions with DLLs in the language they are most comfortable using.

These interactions are sometimes called “serve and return.” The child initiates an interaction whether verbal or non-verbal, similar to a serve in tennis, and the adult interprets, elaborates, “naming” the child’s interest, and responds or “returns the serve.” The back-and-forth exchanges continue until the child loses interest or turns attention to something else. Such adult-child interactions build brain architecture and promote all areas of development — social, emotional, cognitive, and linguistic.
Babies and preschoolers can learn important social-emotional, language, and cognitive skills through personal interactions in any language. However, if someone on staff is a proficient speaker of the child’s home language, it is always best for the DLL to hear and develop their primary language.

Children learn when they feel physically, psychologically, and culturally safe and cared for. They thrive in an environment in which they see positive images that reflect their own identity such as photos of themselves and their families with accompanying print in their home language that demonstrates their contributions to the community, and when they see their own work displayed. The messages are clear to each child: you belong here. We care about and support each other. You have important things to contribute to this group. You will thrive here.

The foundation of young children’s learning is in positive relationships with other people who are responsive to them. At the same time, the early childhood setting is a learning community where adults and children learn with and from each other. Each child’s thinking can build on or challenge that of another. In a community, peers scaffold each other’s learning. Peer interaction is especially important for DLLs because all young children are highly motivated to play and develop social connections. During these informal learning times, educators hear DLLs practice their new language and are able to gauge their emerging language skills.

In a caring community, children acquire the ability to regulate their own emotions and behavior and make friends by being an active participant in their own learning. When making deliberate choices during center time, children learn to take responsibility for their own learning and follow through with decisions and educators actively teach children social and emotional skills and engage in individualized interventions for children who need additional help or demonstrate challenging behaviors.

The effectiveness of any strategy will vary with the individual child and the comfortable, accepted ways of communicating in a child’s family or cultural group. For this reason, it is important for educators to get to know children and their families well and have a large repertoire of strategies to use as they build a responsive relationship with each child.

WHAT A CARING COMMUNITY LOOKS AND FEELS LIKE FOR CHILDREN AND EDUCATORS

To create a true caring community of learners, educators need to consider the child's point of view as well as their own, as described in the following table.
<table>
<thead>
<tr>
<th>From a Child’s Point of View</th>
<th>From an Educator’s Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher cares about me, really listens to me, and likes me.</td>
<td>I show respect and warmth to all children through physical affection, using a soothing tone of voice, smiles, and laughter. I listen carefully to children’s feelings and ideas with attention and respect.</td>
</tr>
<tr>
<td>I feel like I belong. My identity, language, and culture are valued and represented in the classroom. I feel free to use my home language throughout the day.</td>
<td>I greet children personally when they arrive, call each child by name, and talk with children at their eye level. I use key phrases in the child’s home language or speak it myself. I arrange to have proficient speakers of DLL’s home language(s) in the classroom to interact with and conduct some activities such as book reading. I accept DLLs’ use of their home language and build on their language strengths.</td>
</tr>
<tr>
<td>I feel proud of my family and they are welcome in my school.</td>
<td>I greet families warmly. I display family photos. I conduct home visits or, if parents prefer, meet privately with them at a comfortable site such as a library or local community center. I listen to families with attention and respect. If necessary, I arrange for interpreters when a family does not speak English. I actively seek out information about each family’s language use, language preferences, cultural values, special talents, and availability for joint activities.</td>
</tr>
<tr>
<td>My teacher knows me well — my abilities, strengths, interests, and needs.</td>
<td>I engage in individual conversations with children throughout the day. I get to know children by carefully observing them and developing a relationship with their families. For DLLs, I enlist a proficient speaker of child’s home language to help me understand the child’s strengths and needs.</td>
</tr>
<tr>
<td>I feel safe, secure, and happy.</td>
<td>I hold a child’s hand, smile, or pat a child lightly on the shoulder depending on what is comfortable for the individual. I make sure DLLs are not excluded from activities and interactions because of their limited English skills.</td>
</tr>
<tr>
<td>I’m not scared, no one bullies me.</td>
<td>I protect each and every child and have zero tolerance for bullying.</td>
</tr>
<tr>
<td>I have friends.</td>
<td>I help children who are isolated or lonely connect with at least one other child. I intentionally partner DLLs with other children who have more developed bilingual abilities.</td>
</tr>
<tr>
<td>I am challenged and I am learning.</td>
<td>I expect children to succeed. I acknowledge their effort and accomplishment with verbal feedback, smiles, hugs, high-fives, or thumbs-up.</td>
</tr>
<tr>
<td>My teacher still likes me even if I don’t always remember the rules or if I sometimes do the wrong thing.</td>
<td>I acknowledge and support children’s positive behavior, especially those children who tend to demonstrate challenging behavior. I take time to nurture individual relationships each day. I make a special effort to engage with DLLs even though we may not share a common language.</td>
</tr>
<tr>
<td>I play, explore, discover, wonder, and experience joy every day.</td>
<td>I begin each day anew, genuinely enjoy children, and delight in their accomplishments.</td>
</tr>
</tbody>
</table>

DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS

To create a caring community of learners, educators need to first provide a developmentally, culturally, and linguistically appropriate learning environment. The learning context matters — the indoor and outdoor environments, how the environments are organized, and the materials and equipment they contain. The best environments for young children promote discovery and problem-solving, risk and challenge, and engagement with nature.

The environment and daily schedules are the most obvious indicators of whether a program is developmentally appropriate. They should look different for infants, toddlers, and preschoolers because abilities and needs predictably vary as children grow and change over time.

Educators’ intentionality undergirds the entire program and all of the experiences provided. The educator carefully organizes the environment and selects and arranges the materials to promote children’s mental and physical engagement, their self-regulation, and independent decision-making.

THE PHYSICAL SPACE

Environment sends a message about who is welcome, what is valued, what children are learning about, and which behaviors are expected. Children can see whether their families, cultures, and languages are esteemed. The arrangement of the environment encourages specific activities whether relaxing with a quiet book, singing and dancing in the whole group, or building a block structure with a small group of friends. Open spaces and playgrounds invite children’s free play, running, chasing, and climbing. With the knowledge that the environment sends messages, educators need to consciously think about the messages they want their classroom environment to send to children and families.

The classroom needs to be accessible to all children, including children with differing abilities and special needs, and organized so that children can interact positively, function as independently as possible, and learn decision-making skills. Educators should make sure there is enough space for active play that is protected from traffic. They need to provide enough age-appropriate materials and duplicates of popular toys so children do not always have to share, which can lead to frustration and conflict.

The Preschool Environment

A developmentally appropriate preschool environment is organized into separate learning centers, which are defined areas of the classroom that have a particular purpose and that contain relevant furnishings and materials. Learning centers in a preschool typically include: library/reading area, listening and writing center, science/discovery area, construction/blocks, dramatic play, art and painting, sand and water, manipulative toys such as puzzles and legos near tables, and a group meeting area.

Learning centers enable children to interact in small groups, focus and sustain their attention, initiate, plan ahead, make choices, and reflect. All these experiences promote development of executive function and self-regulation — vitally important capacities that predict later learning.
The Environment for Babies and Toddlers

An environment for babies and toddlers, on the other hand, should be more individualized with large areas for active play and separate spaces for sleeping, feeding, and diapering. There should be carpeting for crawlers, soft furniture to snuggle with a caregiver while looking at a book, and sturdy furniture for children to pull themselves up on.

A developmentally appropriate learning environment is organized with these principles in mind:

- Allow children to independently choose their own activities for part of each day.
- Establish clear boundaries between learning centers by using furniture, floor coverings (carpet, tile), or shelves that help limit the number of children who work or play in each area at one time.
- Locate quiet areas, such as the book, art, writing, and computer centers, next to each other, separated from noisier and more active centers such as blocks and dramatic play.
- Provide easily supervised places for children to be alone or with a friend. Such calming spaces can help reduce children’s stress and are especially valuable for occasional use by DLLs.
- Locate messy activities such as sand and water play and art projects near a source of water for easy access and cleanup.
- Provide a comfortable meeting space for the whole group to engage in class meetings, music, movement, book reading, and other large-group activities that create a sense of community.

LEARNING MATERIALS

Appropriate learning materials will vary depending on the age of the children, the time of the year, and the topic of study. Child-centered environments are organized so that many materials are accessible to children. In preschools, children have access to blocks, dramatic play props, puzzles and other manipulative toys, art materials, books, science tools for exploration and investigation, math games, digital tools, and other learning materials. When children have access to materials, they learn to make choices, and become responsible for maintenance and clean-up themselves. Child choice during learning centers builds executive function — the ability to remember, focus attention, plan and think ahead.

DAILY SCHEDULE

Another way for educators to ensure developmentally appropriate learning experiences for children is to carefully plan how time is used. If the schedule is not carefully planned with children’s developmental needs in mind, learning opportunities will be missed or children’s valuable time will be wasted. Many of the difficulties that children exhibit in school are related to how the day is organized or whether too many transitions are required. Educators can alleviate these difficulties by providing a consistent, predictable routine that children can rely on. At the same time, educators need to be flexible so they can easily change plans in response to children’s interests or to unanticipated events. An organized schedule is especially important for dual language learners who benefit from consistency and predictability.

Young children are often thought to have short attention spans. However, the amount of time they engage in small-group activities they have chosen is often considerably longer than adults would expect. Children’s attention during activities that involve a larger group, such as story reading or morning meetings, is usually more limited and difficult to maintain because there are so many distractions, so time should be planned accordingly.
In a developmentally appropriate classroom, the schedule for the day is posted in English as well as the DLLs’ home language(s) with accompanying pictures so that children can predict what will happen throughout the day. At times, the schedule will change for planned or spontaneous events, such as a celebration or a visit from a community member. But for the most part, a regular schedule allows children to thrive in predictable environments. The daily schedule should provide:

- A balance of learning experiences: large group, small group, and individualized; child-initiated and educator-initiated; active and quiet; indoor and outdoor.
- 60- to 75-minutes for learning center time so children can become deeply engaged in free exploration, play, and projects. In a full-day program, at least 1 hour in the morning and another in the afternoon, plus free play time outdoors should be scheduled.
- Limited whole-group meeting time — 15 to 20 minutes allowing more time as children get older with opportunities for children to be actively engaged during these experiences.

THE IMPORTANCE OF GOALS FOR DLLS

One of the most important steps for any early childhood program is to collectively decide on explicit language and literacy goals for their Dual Language Learners. This process of developing a shared vision and program-wide consensus on the desired outcomes serves as a useful reference point when making decisions about specific strategies. Without such clearly stated and explicit goals, ECE programs may unintentionally migrate toward practices that promote rapid English acquisition at the expense of the child’s home language, or sometimes resort to a haphazard approach with no clear direction. Through experience and research, we have learned that the home language and cultural strengths of DLL children and families are fragile and susceptible to dominance by the English language and mainstream culture if not consistently supported and explicitly valued.

Many well-intentioned early childhood teachers and administrators have implicit beliefs about the value of immersing the child in English versus maintaining the child’s home language as the road to academic success (See Challenging Common Myths About DLL children available at http://fcd-us.org/resources/prek-3rd-challenging-common-myths-about-dual-language-learners-update-seminal-2008-report). These deeply held beliefs about the role of home language and the early acquisition of English can unconsciously influence the classroom teacher’s use of language and send messages to the children about which language is more highly valued.

A program that has qualified bilingual staff and bilingual resources might decide to implement a two-way dual language immersion program and agree to a language goal such as the following:

All children in this program will learn two languages. The native English speakers will learn Spanish (or Japanese, Chinese, or Vietnamese, etc.) and the Dual Language Learners will learn English while continuing to develop their home language. Our goal is for all children to eventually become bilingual and biliterate and to function competently in a multicultural setting.

In contrast, a program whose children speak many different languages and has few, if any, qualified bilingual educators might decide on a goal like the following for the DLL children enrolled:

The language of instruction in this Preschool shall be primarily English. In addition, we believe in the value of supporting the ongoing development of each ELL child’s home language and family culture. Instructional activities, classroom materials, family interactions, and all communications shall respect, value, and incorporate the home language and culture to the maximum extent possible.
Once all staff have thoroughly discussed the language goals for DLLs, then specific instructional methods and materials, curriculum approaches, and assessment procedures can be designed. This explicit statement of language goals for young DLLs will turn out to be critical as the program decides on the primary language of instruction, methods to support each child’s home language, how to assess progress, and outreach approaches to families who may speak a different language and hold distinct cultural values. Educators’ beliefs matter. In fact, one’s deeply held beliefs and attitudes toward language development, and whether or not you believe that being exposed to more than one language will confuse a preschool child and delay English acquisition or contribute to overall cognitive growth and English fluency, will influence how you respond to each child’s attempts to communicate and color your daily interactions.

Staff beliefs and attitudes toward the education of DLLs can be explored in the Myths activity in the Professional Development Session #1.

“Unless you believe ‘in your bones,’ that having a second language in addition to English is a gift, and not a disadvantage, and diversity is a resource, not a problem to be solved, you are likely to respond to DLL children in ways that discourage the continued use of their home language — especially if you are not fluent in the child’s home language.”

— Dr. Linda Espinosa

Decision Point:

Early on during the implementation of your approach to educating Dual Language Learners (DLLs), each program should decide on their goals and expectations for DLLs as well as which language approaches they will adopt. An overall goal for the education and long-term outcomes for DLLs with a rationale will help all staff understand the “big picture”. It may be that one program will have several different language approaches implemented in different classrooms.

See ECE Sample Language Approaches for DLLs on next page.
## SAMPLE ECE PROGRAM LANGUAGE APPROACHES FOR DUAL LANGUAGE LEARNERS

<table>
<thead>
<tr>
<th>Language Model</th>
<th>Use of Home Language</th>
<th>Use of English</th>
<th>What does this mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFANT/TODDLER</strong></td>
<td></td>
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</tr>
<tr>
<td>Programs support both home language maintenance and English language development in the learning environment. It is important for program staff to monitor when, how, and by whom each language is used to ensure sufficient time in each language. It is especially critical that DLLs hear, speak, and interact in their home language during the first two years of life in the ECE setting.</td>
<td>Support home language maintenance and development by intentionally using the home language, providing experiences with a native speaker of the home language, and inviting and responding appropriately to children’s use of home language. Partner with families to ensure ongoing use of home language during family activities.</td>
<td>Educators who speak a child’s home language will primarily communicate with a child in that language, as well as nonverbally. Children will also begin to experience English. Educators who speak English but not a child’s home language will communicate in English and learn and use home language and nonverbal communication that is important to the child and family. Native speakers of the home language will be recruited to participate in classroom activities.</td>
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<tr>
<td><strong>DUAL LANGUAGE PROGRAMS (BIRTH TO 5)</strong></td>
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<tr>
<td>Programs promote and support both home language development and English language development in the learning environment according to a systematic, intentional, balanced plan.</td>
<td>Home language development is promoted and supported according to a systematic, intentional plan, ideally at least 50% of the child’s time in the ECE setting.</td>
<td>English language development is promoted and supported according to a systematic, intentional plan.</td>
<td>Educators must be fully qualified to provide instruction and language interactions in each language. Instruction and interaction are provided in both languages. Curriculum and language support materials in each language are of equal quality. Sufficient time is provided in each language to promote bilingualism and biliteracy.</td>
</tr>
<tr>
<td>Language Model</td>
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<tr>
<td><strong>PRESCHOOL: ENGLISH WITH HOME LANGUAGE SUPPORT</strong></td>
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</tr>
<tr>
<td>Programs promote and support English and home language development. They may provide instruction only in English or primarily in English with some instruction in another language(s). They actively integrate the use of children’s home languages into the classroom.</td>
<td>Home language development is promoted and supported by actively integrating the use of children’s home languages into the classroom and partnering with families to ensure ongoing development of children’s home language.</td>
<td>English language development is promoted and supported through high-quality, systematic instruction.</td>
<td>Educators who speak English and a child’s home language will provide instruction in English, using appropriate scaffolds. Teachers will also promote and support the child’s home language. This may include providing instruction in the home language, using the home language during some classroom activities, and/or using the home language for comfort and support. Educators who speak English but not a child’s home language will provide instruction in English, using appropriate scaffolds. Teachers will also promote and support the child’s home language by bringing the home language into the classroom in various ways.</td>
</tr>
</tbody>
</table>
HOW TO TEACH THE WAY CHILDREN LEARN

Knowledge of how children learn guides decisions about how to teach. For DLLs, knowledge of how young children acquire a second language, the typical pattern of development of DLLs, and the factors that influence language acquisition is critical. Positive relationships with responsive adults — family members and educators — during the early years of life promote all areas of development and learning including academic. However, the way children learn is culturally, linguistically, and individually influenced. Some communities and families are highly verbal, talking a lot to their young children, regularly supplying words for their actions and interactions. In other communities, children learn primarily through observing adults, siblings, and other children.

In general, children are active learners. They need to explore the world physically and mentally. To build understanding, children need meaningful experiences that help them understand and build on prior knowledge. The educators’ role is to scaffold children’s learning during the various experiences they provide. Scaffolding involves providing just the right amount of support to help children make progress. Specific scaffolding strategies important for DLLs are described in Section IV.

Educators incorporate language and literacy throughout the day in all areas of the curriculum. They collaborate with children on projects or investigations, using open-ended questions to stimulate and extend discussions. They listen carefully, wait for a response, gauge comments to children’s remarks, challenge, and extend children’s thinking. DLLs’ home languages are represented throughout the classroom and used intentionally in specific language interactions.

PLAY AS A CONTEXT FOR LEARNING AND DEVELOPMENT

A vast amount of research demonstrates that play is critical to healthy development and learning in the early years. Therefore, play must be an integral component of a developmentally appropriate program for young children. During true play, children are deeply engaged in activities they have chosen.

Play is complex. There are many types of play that have different benefits for children, and children play differently depending on their age, level of development, and experience. Like other aspects of development and learning, play varies in relatively predictable ways by children’s ages, individual characteristics, and the social and cultural contexts in which they live. To fully benefit children, educators must intentionally support children’s play and use it to promote all aspects of their development.

Babies tend to play with objects and explore the world using their senses — especially touch and taste. As toddlers gain mobility, their play involves their whole bodies with running and climbing among their favorite activities. They begin to play more with toys, and occasionally with or near one other child. The preschool years are prime time for play, with children engaging in virtually every type of play both alone and with friends such as block building, table toys, pretend, or rough-and-tumble play. DLLs will actively practice their emerging language skills during play with peers. Older children continue to need lots of play, including active outdoor free play, games with rules, and dramatization.

Finally, children’s cultural and family experiences are reflected in their play. Although children from all diverse cultural groups play, the ways they play vary with the experiences and expectations of their group. Play is a natural context for children to practice adult roles, and they mimic the activities, behaviors, and language of the adults and older children in their cultural group. For example, in a highly technological society such as ours, children play with digital tools as well as the typical tools of daily life in their families and community.
During the earliest years of life, play and exploration is perhaps the best context to promote development and learning. During play, children learn how objects work. They express emotions, develop social relationships, practice language, and make friends. They learn to self-regulate by making choices, planning and reflecting. During sociodramatic play, small groups of children usually dress-up, take on pretend roles, and play out a theme such as grocery store or trip to McDonald’s. These are language-rich times when DLLs listen attentively to other children and begin to use their new language to engage with other children. DLLs are likely to be more talkative with their peers — even when it means they make mistakes.

Different types of play have different benefits for DLLs:

- **Child-chosen exploration.** This kind of play is child-initiated and child-directed. It is essential for healthy development and benefits children’s social skills and self-regulation and helps them feel in control of their learning. It occurs outdoors and indoors in a well-organized environment with the right materials. It is not a free-for-all, however. Educators carefully plan the environment, provide educationally rich materials that extend the focus of daily goals, and support children’s engagement.

- **Research demonstrates that children need exploration and practice to figure out the world, investigate and solve problems on their own. They freely choose to practice their newly acquired skills, including their developing language, whether completing a puzzle, building a block tower, or playing the role of a clerk in a pretend store.**

- **Play with objects, manipulative toys.** Play with objects provides opportunities for learning names and relationships, promotes fine motor skills, eye-hand coordination, and other abilities necessary for later reading and writing.

- **Constructive play, block building.** Children construct their understanding of how the physical world works. They solve problems that build fundamental math, science, and engineering knowledge such as how to make a bridge between blocks. DLLs have the opportunity to learn rare math and science vocabulary words and concepts.

- **Sociodramatic play.** During pretend play, children engage in conversation, have to abide by the rules of their role, and begin to see things from another person’s point of view. Such play is highly valuable for promoting first and second language development, self-regulation, creativity, and early literacy.

- **Games with rules.** Different types of games have different benefits. For example, board games promote math; Simon Says or Red Light, Green Light promotes self-regulation. Each game has verbal directions associated with it that must be understood and used.

- **Big body play.** This kind of whole body, boisterous, outdoor play builds large muscles, physical fitness, and health, but also self-regulation. DLLs learn words for body parts and action verbs. Children learn to read another child’s cues and stop the play when it is no longer fun for their companions.

- **Guided play.** A blend of child-directed and educator-initiated activity is especially effective for DLLs. Play is used as a developmentally appropriate teaching strategy to promote specific learning goals such as language, literacy, and mathematics. Children’s active discovery plus adult scaffolding leads to deeper understanding.
CHILD-INITIATED AND EDUCATOR-INITIATED EXPERIENCES

Early childhood practices are often described as either educator-initiated or child-initiated experiences. However, both are effective for learning and should be used concurrently depending on the educators’ goals. During educator-initiated experiences, educators take the lead by providing explicit information and modeling or demonstrating skills. Educator-initiated learning experiences are determined by the educator’s goals and direction, but children should be actively engaged both physically and mentally. Under these conditions, focused, educator-guided instruction can contribute significantly to children’s learning. Some aspects of early learning need explicit teaching during the preschool years such as academic vocabulary, alphabetic knowledge and phonological awareness. More guidance on how ECE educators can lead instruction for DLLs is contained in Section IV where we present the POLL strategies.

By contrast, during child-initiated experiences, children acquire knowledge and skills through their own exploration and interactions with objects and other children. Child-initiated experiences grow out of children’s innate desire to discover, take risks, investigate, and solve problems on their own. However, educators organize the environment and materials and provide the learning opportunities from which children make choices. Educators observe children during child-initiated activities and interact with them to facilitate their continued learning and development. During child-initiated experiences, educators as well as children should be actively involved.

A developmentally appropriate classroom has learning centers for children to explore, tables that encourage small groups of children to work together, and an open space for class meetings and discussions. The expectation is clear that the educator and children will work together in various contexts — learning centers, individually, small group, and whole group. Each of these configurations has different benefits for children.

LEARNING CENTERS

Developmentally appropriate preschool programs provide an extended period of time, from 60 to 90 minutes, for children to engage in child-initiated experiences in learning centers. These defined areas of the classroom have particular purposes. The library area promotes book reading and listening. A block area provides for building, pretending, and learning mathematics and engineering concepts. Art and writing centers promote creative expression, symbolic representation, and development of fine-motor skills. Manipulative toys such as peg boards, beads, and Legos offer opportunities to practice fine-motor skills and solve problems. The dramatic play area promotes symbolic pretend play, self-regulation, language and social interaction.
During learning center time, children have opportunities to plan, initiate, and make choices and to practice their developing skills, which is essential for mastery. Learning centers provide natural laboratories for children to work out social problems with other children and to practice their language. Center time also promotes decision-making skills because children make choices about how they will spend their time, what they will do, and with whom they will play. Research shows that time spent in free choice contributes to the development of inhibitory control and self-regulation as long as educators’ interactions are supportive.

Effective educators use center time to engage children in one-on-one, extended conversations. During this period in which children are engaged with various tasks, such as writing a letter, painting a picture, or pouring water, educators are available to scaffold individual children’s learning as needed. Such effective educator-child interactions during center time are positively related to gains in language development and early literacy skills. Educators need to pay special attention to DLLs during center time to make sure they do not become socially isolated. Pairing them with other DLLs who are more advanced in their language skills, making time to have one-to-one language interactions with them, and providing materials that are culturally and linguistically familiar will promote active engagement of DLLs. Learning center time also provides an excellent opportunity for educators to observe and assess children’s developing capabilities in various contexts.

**LEARNING IN SMALL GROUPS**

Small groups, usually composed of four to six children, are valuable learning contexts especially for Dual Language Learners. They provide the opportunity for more focused attention and individualized interaction with adults. DLLs can contribute to the activity without the pressure of performing in front of the whole group. Educators can give children immediate, high-quality feedback, accept all language expressions, and also assess their learning more accurately. Small groups give children the opportunity to interact with and learn from other children and engage in hands-on experiences. Educators also use small groups for a focused learning experience such as introducing a new skill or concept.

Small groups are highly effective for learning vocabulary, literacy, and mathematics. Reading a story to a small group makes it easier for educators to engage children in conversation before, during, and after reading which is especially beneficial for building vocabulary and other literacy skills. Ideally, educators will have the vocabulary and story books introduced to DLLs in their home language prior to introducing them in English. Remember, children should be supported in using all their linguistic skills to communicate whether in their home language or English.

Small groups allow the children to participate. Groups can be composed of children who all speak the same home language or mixed groups that include Dual Language Learners and native English speakers. The grouping patterns will depend on the specific language and learning goal of the lesson. The educator can observe what each child does and does not understand and engage each child at her or his own level. It may mean scaffolding some language for DLLs to ensure their comprehension. Specific language scaffolding strategies are presented in Section IV where we describe the POLL strategies.
LEARNING IN THE WHOLE GROUP

Whole group, which is also called circle time or class meeting time, provides a valuable context for introducing key concepts or vocabulary, class discussions, music and movement, planning for the day, and for children to share their experiences and ideas. Whole group is a time to build a sense of community and shared purpose.

Children benefit most from whole group time when an educator uses it to orient them to upcoming activity that will occur during center time or projects. Research with preschoolers demonstrates that during large-group times, educators’ explanations and use of challenging vocabulary is highly effective in improving learning outcomes. DLLs may need some adaptations to understand the new vocabulary such as use of pictorial cues, physical cuing, having real life objects available to illustrate new vocabulary and concepts, and musical songs and chants.

CURRICULUM DECISIONS: WHAT CHILDREN LEARN

In developmentally appropriate programs, educators make informed decisions about how to teach to support each and every child’s optimal development and learning. At the same time, curriculum content — what children are learning about — is vitally important.

Young children want to learn. They are curious, and in fact many believe that children are compelled to learn about their world and everyone and everything in it. All children have a right to equitable opportunities to learn. One of the strongest predictors of preschool children’s later academic success is their general understanding of the world — what’s happening in nature, how things work, and what people do and say.

Curriculum goals are locally determined whether by the program, school, or district. They may be articulated in state early learning standards, such as California’s Foundations and in the Head Start Early Learning Outcomes Framework. These goals include the valued knowledge, skills, and approaches to learning that enhance their current experiences in early childhood while also helping them succeed later in school and life. California Department of Education provides guidance for curriculums:

- Infant/Toddler Learning & Development Program Guidelines
- California Preschool Program Guidelines

CURRICULUM FOR INFANTS AND TODDLERS

A thoughtfully planned, challenging, and engaging curriculum for infants and toddlers is informal but focuses on the following:

- Relationships with adults and other young children that promote security, loving interactions, and positive identity
- Language development (See Sample ECE Program Language Approaches)
- Play and exploration of the physical world

Early learning goals for infants and toddlers are organized around developmental domains and by age spans such as young infants (0 to 8 months), mobile infants (about 6 to 18 months), and toddlers (16 to 36 months). In addition to developmental domains such as physical and social, the goals include precursors of learning in early literacy, science, and mathematics.
Effective curriculum for babies and toddlers is highly individualized and responsive to children’s needs and interests, while also extending their language and learning. Educators observe children, assess their capacities, and respond by enriching and extending their play or by adding novelty and complexity.

CURRICULUM FOR PRESCHOOLERS

Thoughtfully planned curriculum for preschoolers addresses the development of the whole child, including physical well-being and motor development, social and emotional development, approaches to learning such as curiosity and persistence, language development, and cognition and general knowledge. At the same time, the curriculum builds foundational knowledge and skill in literacy, mathematics, science, social studies, and the visual and performing arts.

To effectively address all these goals, coherent content integration across subject areas and developmental domains is the primary planning strategy. The best way to ensure coherence is through intellectually engaging, interesting topics of study, projects, big ideas, current events, and cultural, community, or family experiences. Culturally relevant, place-based curriculum is meaningful for children and helps them make sense of new learning in relation to what they already know.

At times the curriculum will focus on one area such as math or early literacy. Play and projects that incorporate these subject areas are valuable ways of bringing curriculum content to this age group. In fact, in classrooms with engaging social studies and science topics of study, children play in more complex and high-level ways.

Developmentally appropriate curriculum decisions are locally controlled and highly personalized. Educators base their decisions on the specific curriculum each program is using but adapt it to the individual children and cultural context of their group.

In a high quality, developmentally appropriate program, each and every child feels a sense of safety and belonging. Their family, culture, language, and identity are embraced. Serving Dual Language Learners acts like a magnifying glass on the developmental appropriateness of an early childhood program. Consider a program in which children are expected to spend long periods of time sitting quietly and listening to the educator and doing worksheets instead of hearing a story in a small group or playing with interesting materials and friends. All children would struggle in such an inappropriate program, but especially Dual Language Learners. Developmentally appropriate practice provides the necessary framework for successful education of Dual Language Learners, but culturally and linguistically appropriate strategies are always essential.
SECTION IV

PERSONALIZED ORAL LANGUAGE LEARNING (POLL) STRATEGIES
For many years, the ECE profession has suffered from the lack of “procedural knowledge” on best practices for young DLLs. The goal of this section is to fill that gap and present specific, practical strategies that all early childhood education educators, curriculum supervisors, and related staff can implement. The Personalized Oral Language Learning (POLL) strategies offer family engagement, environmental and instructional supports based upon the research described in the earlier sections.

All children, including DLLs, need high-quality, developmentally appropriate early education to develop the language, cognitive, socioemotional, motor, and general knowledge skills they will need to succeed and thrive in an academic environment. In addition, DLLs need to learn basic language and literacy skills in a new language.

Current research shows that during the first years of life, DLLs are capable of and benefit from learning a second language. DLLs who have strong home language skills and are making progress in their English language development (ELD) are better prepared to succeed in kindergarten and later school years. Therefore, it is imperative that all ECE programs have policies and practices that support both the ongoing development of home languages while also promoting the acquisition of English in developmentally appropriate ways.

HOW WERE POLL STRATEGIES DEVELOPED?

The original POLL strategies were developed during the 2010-2011 school year for the newly established Los Angeles Unified School District (LAUSD) Transitional Kindergarten program. The POLL approach was designed to meet the needs of young children whose first or home language was not English. This population of DLL children, has received increased attention during the past decade due to several factors: 1) their increasing size and diversity among all California children, 2) the historically low school “readiness” scores of DLLs, 3) persistent low-academic achievement and school graduation rates when compared to monolingual students, 4) the continuation and extension of the “bilingual” debates into the preschool years, and finally, 5) recent science that more clearly documents the process of second language acquisition during the birth to 5 years as well as the academic and social benefits of balanced bilingualism and promising practices that can promote more equitable education for DLLs.

The original POLL strategies were based on advancements in research that provided overwhelming evidence on the importance of strong home language skills, the many cognitive advantages to early bilingualism and promising practices that all ECE practitioners could implement to promote the growth and development of DLLs. Our development team, Linda Espinosa, Elizabeth Magruder, and Carola Oliva-Olson reviewed all the ECE curricula focused on DLLs that addressed both languages, analyzed the current science behind early bilingualism, and designed a set of practices that could be successfully implemented by all early educators.
The first iteration of POLL strategies emphasized the following features:

- Daily intentional messages that introduce key learning goals to children and build listening comprehension and vocabulary;
- Carefully selected anchor books repetitively introduce key concepts and support oral language development in general;
- Songs and familiar chants that complement targeted vocabulary development, attach meaning to words, and help with word memory;
- Vocabulary imprinting that reinforces word meanings through pictures, photo walls, word walls, and are linked to key concepts and further support comprehension;
- Skilled storybook reading, including dialogic reading, that promotes key early literacy skills as well as motivation to read, conducted in child’s home language first, then English;
- Specific physical gestures and movements that further reinforce word meanings by attaching a physical gesture to key vocabulary; and
- Family engagement.

“The research base shows that attending to the social, emotional, and cognitive skills of dual language learners in early childhood enhances their schooling experiences. Children from linguistic minority households also require language instruction, which is sensitive to their unique backgrounds. Instruction in oral language proficiency, vocabulary, and pre-literacy skills provides a strong foundation for later success. In particular, it is crucial that educators understand how best to effectively support the home language so that early literacy can be fostered in the home as well as school.”

— Ballantyne, Sandeerman, D’Emilio, & McLaughlin, 2008, P. 35
Additional classroom supports include print-rich labeling that is color-coded and represents all languages of the classroom, enhanced learning centers that contain materials in all children’s languages and link to academic themes, and books, artifacts, displays, and materials that reflect the languages and cultures of the children/families. These elements comprised the basis for the development of the first set of POLL strategies and lessons. These original strategies have been refined and revised based on extensive field testing and feedback from Fresno Language Learning Project participants. In addition, POLL strategies have been adapted to meet the needs of our youngest DLLs: infants and toddlers.

The language needs of DLLs are best met in settings where educators consistently use teaching practices that focus on building childrens’ vocabulary, productive language, and comprehension skills. Research shows that typical instruction, even high-quality, developmentally appropriate instruction, is not enough for DLLs and that additional focused enhancements should be embedded in educators’ daily instructional practice in order for DLLs to succeed academically.

The following POLL strategies are based on current research on effective instructional approaches for young DLLs. All Early Childhood Educators (ECE), monolingual or bilingual, can implement these strategies to improve young DLLs’ oral language abilities, conceptual knowledge, and social-emotional development.

The three main elements of POLL strategies are:

1. Family Engagement
2. Environmental Supports
3. Instructional Supports

FAMILY ENGAGEMENT

Family engagement starts with a personal face-to-face conversation with families early in the school year. This first interaction is critically important to both learning about the child’s early language learning environment and establishing a bond with families based on mutual trust and respect. How we communicate with families, how we show interest in their lived experiences, and demonstrate respect for their language and culture will set the stage for future collaboration. Sharing the importance of bilingualism with families in ongoing conversations allows families to address their concerns or questions on how to support their children once they enter kindergarten. This is also a good time to find out about the family’s special talents and interests and whether they are available to volunteer in the classroom to provide home language support. We have designed the Family Language(s) and Interests Interview Form (see Section VI, Session 1) to guide family interactions. Programs should adopt this structure or develop one of their own that collects information they need.
In order for parents and families to become partners in their child’s education, active outreach is needed. Educators can also provide support to parents and families through a variety of parent engagement activities. These activities might include family literacy and math nights, family literacy home lending program, parent education classes, and community field trips.

Some additional ways ECE practitioners can partner with families include:

- Share with families their child’s activities and accomplishments frequently, not waiting until there is a problem to discuss.
- Expect that sometimes you and families will disagree. When this happens, partner with families (and other staff, as needed) on an approach that honors the family’s perspective as well as your own role as an ECE educator.
- Communicate with families directly when possible (when using an interpreter, look at the family member as you speak). Personal interaction is important to building a relationship. Learning and using greetings and key words in a home language communicates respect. Learn and use the correct (or preferred) pronunciation of each family member’s name.
- Share the research that being bilingual is a strength that their child can achieve with consistent, language-rich experiences in both languages. Assure families that using home languages at home will not harm their child’s English language development and that it is essential for maintaining and continuing to develop their home language.
- Demonstrate your respect for the role home language knowledge plays in their child’s development by including the home language in the classroom, using the home language when communicating with families (as possible) and inviting children and families to use the home language in the classroom.
- Include materials that represent and reflect children and families, including their languages and cultures. For example, post greetings on the door in each language, include books in each language in the classroom library and have an area with family photographs. Invite families to share materials from home in the classroom, including learning centers (e.g., clean empty food boxes for kitchen area). Families may create environmental print in a home language or post an alphabet in a home language at the writing center.
- Families may be invited to share their home language with children while leading learning experiences or sharing songs or books. They may also use home language in other ways, depending on the classroom language model (i.e., offering home language support in an English language model). Families may also be invited to share their skills and experiences on topics preschoolers are studying (e.g., animals, or cooking) or share meaningful cultural practices. Ask families to talk to their children in their home language during classroom visits.
- Consider visiting families at home. You may take up home visiting as a practice with all families or focus on families who are unable or unwilling to come to the classroom.

Just remember, parents are the most important partners we have in the successful education of DLLs. They have untapped “funds of knowledge” that can make critical contributions to the cultural and linguistic richness of our classrooms as well as provide the daily support so necessary to home language growth and development. For professional development on this topic, please go to Section VI, Session 1.
ENVIRONMENTAL SUPPORTS

Environmental supports include materials, classroom organization, representations on the walls and throughout the classroom, the daily schedule, and all the ways that your environment promotes an atmosphere of inclusiveness and supports learning in ALL languages.

Since we know that culture, language and learning are intertwined and that young children need to feel closely connected to the language and culture of their home, all classrooms with DLLs need to reflect and be responsive to the students’ cultures and languages. Culturally responsive classrooms have educators who specifically acknowledge the presence of culturally and linguistically diverse students and the need for these students to feel comfortable, accepted, safe, and intellectually engaged. In such programs, educators recognize the strengths and needs of their students and develop instructional approaches that will support these areas. In doing so, educators create a climate that recognizes the unique characteristics of each child while setting common goals. The family languages and interests interview form (see Section VI, Session 1) will help begin the process of learning more about each child’s and family’s cultural beliefs and values. As stated earlier, educators serving DLLs need to intentionally promote the child’s home language and culture while also systematically supporting English language acquisition.

Emotionally warm and supportive classrooms convey to children that they are valued and cared for; each child is respected, understood, encouraged, and challenged. Culturally sensitive and responsive classrooms are those that have engaging centers and displays with culturally familiar pictures and materials in addition to quiet spaces so that children have a place to go to interact with others or to have some time alone. For DLLs, it is especially important to display environmental print, materials, and resources that are labeled in their home language and English and reflect the daily environments they recognize. Family photos depicting important traditions such as births, family gatherings, and celebrations provide important linkages between the home and school settings. Maintaining daily routines and procedures also build trust between educator and student so that DLLs in particular begin to feel comfortable and safe in their learning environment.

CLASSROOM ENVIRONMENT — SETTING THE STAGE

The physical environment of the classroom sets the stage for active and engaged learning. It conveys a crucial message to students that they will be safe, nurtured, and comfortable there. They feel from the moment they walk through the door that fun and interesting things will happen in this room. The physical environment also creates learning spaces that can support instructional goals. When children have room and materials to build, create, collaborate, discuss, and practice what they are learning, the curriculum will come alive and learning will be deepened. Here are some ideas to get started in the process of creating an early learning environment.

Designing a learning environment is an ongoing process. Some spaces and interest areas can be introduced at the beginning of the year while others would be more relevant later. Materials in more permanent areas might change frequently by adding tasks or components that shift in level of
complexity and difficulty. Educators can also add specific books, pictures, activities, and materials to centers that will reinforce and extend the weekly themes and topics. By knowing the language and learning needs and strengths of the DLL children, as well as the specific instructional goals planned for each child, educators can make adjustments as necessary. The classroom will be an enriching experience for all of the children from the moment they walk through the door.

Label Classroom Objects in Major Languages of Classrooms.

Labeling classroom objects will allow DLLs to better understand their immediate surroundings and to visually connect written language with the objects they represent. These labels will also assist you when explaining or giving directions. Start with everyday items, such as “door/puerta,” “book/libro,” and “chair/silla.” Be sure to include languages spoken by your students.

Educators can also display additional print based on student needs and interest — for example, displays of child-generated stories in English and the home language or restaurant menus in multiple languages in the dramatic play area. Languages displayed should be the languages of all the children enrolled in the classroom. Leaving a language out sends an unspoken message that that particular language is less or not as important. Children pay attention to what teachers say and do not say, what they do and do not do and, in this way, draw conclusions about themselves and their cultural backgrounds.

Educators can display schedules, signs, and directions with both words and pictures or symbols, so young DLLs can start to connect the printed word with the action in the home language and understand that it is a different word in English.

Provide Visual Cues to Help DLLs Understand Meaning.

Visual cues support all children but are especially effective for the DLL. They support and increase both receptive and expressive communication by providing a visual map to follow. Just as adults use handheld devices, calendars, and “to do” lists to enhance memory, children also benefit from visual reminders. The static nature of visual information helps students remember what is expected because they remain present after words are spoken.

Visuals serve as a reminder of the verbal direction and as a cue when children begin to repeat and remember directions. In addition, visuals assist children in knowing exactly what is expected of them (e.g., washing hands independently, cleaning up toys).

Regular routines, when represented visually, can be taught to children at a very young age. Educators can include the languages of the students to reinforce vocabulary in their home language and English. Once taught, the educator can fade out of the routine and allow the child to self-monitor the routine to completion. Visual supports are most beneficial when used in conjunction with spoken languages that are representative of students in the classroom.
Tips for using pictures:

- Use written text (in major languages represented in classroom) in combination with photographs, pictures, magazine cut outs, and line drawings to promote early literacy.
- Present visuals from left to right.
- Use pictures from a variety of sources: digital images, child-drawn representations, family photographs, magazines, computer scans, coupons, advertisements, etc.

### EXAMPLES OF ENVIRONMENTAL SUPPORTS FOR DLLS

<table>
<thead>
<tr>
<th>Include books and environmental print in each home language in the learning environment</th>
<th>Include books, objects and materials that authentically represent children's cultures</th>
<th>Learning experiences include meaningful opportunities to share and learn about cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Signs and labels are in home languages (a few signs/labels may be in each language; others may be in the most common languages).</td>
<td>• Families help select books, objects and materials for the setting (e.g., art, music, displays).</td>
<td>• Educators learn about and build on what children know and can do (including ways that may be specific to their culture).</td>
</tr>
<tr>
<td>• Books in home languages are available for sharing and exploring.</td>
<td>• Families help select books, objects and materials for preschool learning centers (e.g., play kitchen supplies, objects to count).</td>
<td>• Educators invite families to participate in and lead learning experiences with children, including those that involve their culture.</td>
</tr>
<tr>
<td>• Books in home languages are in reading areas, play areas, and learning centers (preschool).</td>
<td>• Avoid stereotypes that present generalizations about culture.</td>
<td>• Educators modify a curriculum's learning experiences to connect to children's cultures.</td>
</tr>
<tr>
<td>• Visual displays on any topic represent the languages and cultures of the setting.</td>
<td>• “All About Me” displays.</td>
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<tr>
<td></td>
<td></td>
<td>• Educators use music that families share in addition to the music suggested by the curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Educators invite families to share and talk about plants that they have, cook with, or love during a unit of plants.</td>
</tr>
</tbody>
</table>
The Daily Schedule

When designing your schedule to support DLLs, build in multiple opportunities for small-group and child-initiated learning time. During this time, children interact with peers, practice their emerging English skills, and build important social relationships. They develop vocabulary and language through conversations with you and their peers, gaining skills and confidence with a support system. Provide time for children to explore materials and engage in peer activities on their own terms without the worry of producing new language before they are ready.

Include time for child planning and reflection

Consider building a plan-do-review (PDR) sequence into the daily routine. PDR is a process in which children make choices about what they will do (the plan). During small groups time, all children decide what area of the classroom they will “work/play” in during child-initiated time. They talk about which center they will go to, perhaps the materials they will need, what they plan on doing while there, and maybe even who will be with them. They can dictate their plan, write it out with adult support, or discuss the details with their group, all of which support early writing and literacy. Then they go to interesting learning centers that are equipped with science, art, literacy, dramatic play, or other engaging materials, possibly hang up their name tag and implement their plan (the DO). Finally, after an extended work/play time, they reflect upon their work back in their original small groups and perhaps talk about a product they have made or discuss what happened during center time with an adult and peers (the REVIEW). The PDR sequence is an important part of the daily schedule because it supports children as they learn how to make decisions, regulate their own behavior, meet complex challenges, and take responsibility for their actions. Some call it play-planning, others call it choice time, but essentially it is a good way to help children think in more decontextualized time frames and anticipate what will happen, engage in active learning that is focused on their own initiative, then analyze and reflect about what has occurred at an earlier time. These skills are particularly important for DLLs.

Using planning sheets like the one on page 46 of this toolkit will help guide this process for all students while supporting DLLs who may not be quite ready to articulate their plan in English. The children can dictate or write their plans on the lines before they go to centers, which helps them anticipate and think about the future. Then after the work/play time, they can draw a picture showing what they did on the open space below the lines. Or, if they are ready, they can dictate or write out what happened during work/play time. Remember, this planning activity should allow the DLL child to communicate in either home language or English — or in some cases both languages.
The “planning” activity fosters both the cognitive skill of anticipating the future, and the language skill of dictating or writing one’s intentional goals for the “doing.” These thinking, reasoning, speaking, and writing skills can be conducted in any language in which the child feels capable — the most important part is the process. The extended “doing” part of the P-D-R allows DLLs time to interact with specifically chosen materials to carry out an educationally and personally motivating intention.

Most frequently they are cooperative activities that require DLLs to use their emerging bilingual abilities to negotiate rules, share materials, coordinate imaginative play, and/or extend the academic themes introduced by the teacher. These are also times for educators and staff to listen and observe DLLs for their use of language, mastery of academic content, and social competencies. The review part gives children an opportunity to reflect on what happened, what they accomplished, and what, if any, problems they encountered. This process is similar to the educators’ reflective practices — we can all learn more and improve by thinking about what has just happened and what went right or wrong.

**Instructional Supports**

The main elements of instructional practices that promote DLLs’ oral language abilities, conceptual knowledge, and social-emotional development include: intentional message, anchor texts, vocabulary imprinting, visual cues and gestures, songs and chants, and center extensions. Tips and examples for each follow.

**Intentional Message**

Embedded with content vocabulary, this written message sets the purpose of each lesson and includes key vocabulary words. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cuing the words in home languages to support concept development.

We use the intentional message with children to:

- Expose them to rich and interesting words
- Select words that are relevant to their learning experiences
- Map and repeat language for them and with them

**Preschool Example:**

During circle time: “Welcome friends! I am happy to see you. I like to sing. What do you like to do?”

During math time: “Today, we will be mathematicians and explore which group has more.”

**Infant-Toddler Example:**

During small group or while interacting with a single infant: “We are going to touch the red and orange leaf, leaf, leaf.”
For infants and toddlers, you may want to focus on one or two words and use them repetitively, so the child is hearing the words while experiencing them. Intentional messages do not need to be printed for infants and toddlers but having concrete objects and pictures of the key vocabulary words helps the child make associations between the object and the word. For professional development content on this topic, see Section VI, Sessions 2 and 3.

Anchor Text and Experiences

Anchor Text for Preschoolers

Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.

Planning and Preparation:

- Choose at least 3-5 key vocabulary words to introduce throughout the week.
- Learning these key words in students' home languages ahead of time will help build the comprehension connection.
- With Dual Language Learners, introduce the text and vocabulary (in home languages and English) in small groups before introducing it to the whole class. Family members or community volunteers can do this if staff does not speak the languages of the children.
- Implement interactive reading strategies with DLLs (i.e. dialogic reading) one on one or in small groups (no more than 3-4) to prepare for whole group reading. This video (https://bit.ly/39QjChZ) discusses the importance of using interactive reading strategies for dual language learners.
- Elicit support from parents or community volunteers to assist with home language needs (Picture books can be adapted and read in any language).

Anchor Experiences for Infants and Toddlers

For infants and toddlers, vocabulary development is built on:

- The child's natural interest in the people and objects in the environment;
- Daily routines and rituals;
- Family traditions and customs that are familiar to the child;
- Concepts and ideas that are being explored;
- Moments when the child is deeply focused on something (e.g., lights, faces, trees); and
- Hands-on interactions with picture books.

TEACHING TIP:

Have 3-4 key books (anchor texts) in mind when teaching a particular unit or concept. When teachers select the specific books that are best suited to the instructional objectives ahead of time, and make sure their DLLs, are exposed to key vocabulary and concepts in their home language, the dual language learners are able to actively participate in whole groups literacy activities with more confidence. They already understand the content of the lesson-- and are better able to apply their knowledge to learning in English! This is important for young DLLs self-esteem and their language acquisition. Teachers can also learn words and concepts in the children’s home languages; frequently ECE teachers report how much they enjoy learning communication skills in their children’s home language- and how much the DLL children enjoy teaching them!
Vocabulary Imprinting

The use of photographs, pictorials, cognate charts, and word walls to introduce new concepts and vocabulary and deepen comprehension.

Examples:

- Photographs and labeling
- Vocabulary walls
- Cognate Walls
- Recipes
- Pictures and words from magazines, child-drawn, family albums

TEACHING TIP:

Teachers can learn key words ahead of time in the children’s language and make a list of cognates (words that sound the same and have the same meaning in two languages, e.g., telephone, telefon, and elephant, elefante). Cognates are especially prevalent in Spanish-English and can be important when helping children transfer vocabulary knowledge from one language to English. In many lessons, teachers and children can co-create cognates and benefits from seeing patterns and connecting the sounds and meaning of words across multiple languages. Teachers can play key words and photos in a pocket chart so students can come up at any time during the day, pull them out and work with them interactively.

Visual Cues and Gestures

Physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning. Often when children use a specific physical cue it will activate memory and help the child recall vocabulary. This is part of the layering opportunities for comprehension and language learning that is so important for DLLs.
Examples:

Choose movements/gestures for a few key words only and repeatedly use these gestures throughout the day and week so that children begin to connect gesture with word and apply vocabulary. For example, if the key word is explore, hold a flat hand, extended hand up to your eyebrows and look back and forth when using the word.

For Infants and Toddlers; Use simple gestures that correspond to concrete words like opening your hand when you say “hand” or waving your hand when you say “bye, bye.”

Songs and Chants

When teaching a key concept such as more and less, teachers can design specific targeted lyrics and combine them with familiar melodies that offer a chance for children to hear, say, and repeat the key vocabulary.

All young children love music and movement and can use it all day long and for many different purposes. Thankfully, children don’t care if you can carry a tune! The new approach allows teachers to teach strategic vocabulary with music. Teachers can create chants and songs using keywords that the DLL children are working on, which offers another way for students to learn new words. Whenever possible, use songs and chants that rhyme because young children respond to those sound patterns-- and they need to learn rhyming sounds. Make sure to post the songs so all children and adults can use them as shared reading experiences and also so that all adults in the room can refer to them during language interactions.

Example:

More is bigger than ever before!
More is many while few is less,
More is a lot - no need to guess!
More means greater and greater means more,
More is bigger than ever before!

Build a structure very tall
Build it strong so it won’t fall
Build it strong right at the base
Add more blocks
It needs more space.
Build a structure very tall!
Build it strong so it won’t fall!

(Sung to the “ABC” song)

TEACHING TIP:

Using gestures and movements for key words really makes learning fun! All children can participate. Some teachers go a bit overboard at first with pairing gestures to many words and find that it is too much for the children and adults to remember. Choosing a few movements for the more difficult words was more effective. If teachers use fewer gestures more frequently it will help the children learn and understand meaning in a deeper way.
Center Extensions

Planned centers provide independent and/or small group time to explore the concepts presented and practice the language being learned. These are child-initiated and teacher facilitated.

Examples:
- Library Corner
- Science/Discovery Area
- Cultural Exhibit
- Dramatic Play
- Art
- Construction Area

PLANNING FOR POLL STRATEGIES ACROSS LESSONS AND THE DAY

To extend learning in other contexts (such as during center time) and to design focused enhancements for DLLs throughout the day, consider using a planning map to organize lessons, materials, strategy work, and enrichment opportunities. Following is an example of how to develop and structure integrated and comprehensive plans to support all children, especially DLLs, ensuring that learning is interconnected, meaningful, and promotes language rich experiences.

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<th>Anchor Text &amp; Experiences</th>
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<td>Intentional Message:</td>
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<td>Vocabulary Imprinting:</td>
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<th>POLL strategies Personalized Oral Language(s) Learning</th>
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<th>Enrichment Activities</th>
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TEACHING TIP:

Frequently ECE teachers use centers as a place for children to go to when their teachers-directed work is completed. With POLL, teachers need to plan very differently for centers. Center time is an opportunity for children to interact with each other, use the carefully selected materials that extend and reinforce targeted vocabulary and concepts, and talk, talk, talk and practice the vocabulary being taught! Teachers can observe and facilitate conversations around learning and most importantly, listen to children’s use of language. This is an extremely important time for DLLs as they can practice their emerging oral language skills.
1. **Set your environmental stage: design a learning space for them and with them**

The days before a new school year begins, teachers busily prepare their rooms to welcome a new group of eager learners. They paint, nail, hang, glue, Velcro, label, photograph, and tape assorted items to walls, floors, doors, windows, and desks. Don’t forget to let students take ownership in the process. Co-creating a learning environment is as much fun for children as it is for teachers. Having children with the help of family and volunteers label the room in home languages is a way to honor each child and promote Dual Language Learning for everyone.

2. **Conduct a family languages and interests interview: know your families first**

The interview is the first insight into the interests and abilities of each child and how s/he operates within the family unit. It is the educator’s opportunity to listen, interact, and bond with the family and help make decisions about environmental support, language support, and instructional support. It also provides the opportunity to elicit volunteers, utilize language skills, and promote family-school collaboration.

3. **Build in instructional supports slowly: be intentional and practice**

It takes time to organize curriculum and plan purposeful lessons. When integrating POLL supports, begin with anchor text, then choose key vocabulary to focus on. Learn and teach these words in home languages represented in class. It may be easier to choose gestures or cues to pair with vocabulary then branch out later and create a catchy tune/chant to embed key vocabulary. Don’t forget that the focus is on multiple and repetitive ways for children to hold on to and imprint words and meaning. Remember “more” and “faster” usually means “overwhelmed” and “confused” for everyone. Work deeper not faster!

4. **Implement POLL throughout the day: once or twice is not enough**

Providing multiple opportunities for DLL children to develop understanding and to practice their new language is so important. When integrating POLL elements, be intentional about how and when to integrate them. Perhaps songs or gestures/cues will be used during transition times, while lining up at the door, before going out to recess. Weaving these supports into the daily routine, not only during instructional time, will set the stage for students to begin using these words in their daily conversations.

5. **Provide time and space for daily practice: give students a chance to dialogue**

In planning, carve out time and space a few times each day for children to dialogue. Take the role of facilitator and observer while students engage in small groups. This may be dedicated center time, task work, and/or collaborative projects. Think about how to group students and for what purpose. Support conversation by asking open ended questions that will scaffold language while moving around to different groups. Use this time to take notes on students’ strengths as well as challenges. This will help in goal setting and instruction modification.
6. Dual Language support for the monolingual English teacher: find ways to support your DLLs

Reach out to families (i.e. during initial “interview”), community volunteers, and cultural centers. Encourage them to help in the classroom and at home. During planning and preparation, learn common terms and key vocabulary in students’ home languages. Educators will not only enrich their cultural and linguistic experiences but model this learning process for all of their students. Bilingualism benefits children and adults and builds a more connected community. Encourage students to maintain and develop their first language at school, at home, and in the community while acquiring English.

Things for monolingual teachers to think about

- **If you do not yet speak the languages of the children you work with, start learning.** Even if you do not master a student’s language, learning a few words and courtesy phrases is a sign of respect and effort on your part. Some common phrases that will help DLLs feel more comfortable in your classroom are: good job, sit down, bathroom, help, come here, time to clean up, go outside, and, of course, please and thank you. If you already speak your students languages, congratulations! Continue to work at improving your skills.

- **Learn about the cultures of the children you teach.** Listen to your students and show interest in their cultures as the children experience it in their families while being careful not to put students on the spot or assume that they are experts on their cultures. Plan assignments that bring students’ cultures, families, languages, and experiences front and center.

- **Hold informal meetings with parents and caregivers to learn about their child.** Understanding each child’s interests, favorite things, and cultural background, will help you set instructional goals and plan lessons that will best support the child’s development.

- **Provide and display authentic materials to support home languages and English acquisition.** Labeling the room, providing multilingual books, cognate charts, and songs in students’ home languages not only honors the children in your classroom, but supports and deepens their work in learning two languages. Parents can record stories, songs, or rhymes in their native languages that can be placed in the listening center.

- **Adult support provides additional assistance and opportunities to enrich language development.** Adult volunteers or assistants who speak the student’s language can work with DLL students individually or in groups to extend content and concepts.

- **Assign a peer partner.** Identify a classmate who really wants to help your DLL as a peer. This student can make sure that the DLL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the home language.

- For professional development content on this topic, see Section VI, Session 4.
SECTION V

HOW POLL STRATEGIES ALIGN WITH DEVELOPMENTALLY APPROPRIATE PRACTICE
HOW POLL STRATEGIES ALIGN WITH DEVELOPMENTALLY APPROPRIATE PRACTICE

Poll Strategies are based on current knowledge of effective practices for Dual Language Learners within the context of a developmentally appropriate program (DAP). DAP is an intentional decision-making process based on:

1. current knowledge of child development and learning;
2. what educators learn about individual children in their group; and
3. the social and cultural contexts in which children live.

Effective developmentally appropriate practices answer:

1. What are children learning from this strategy?
2. How does it contribute to their development?

<table>
<thead>
<tr>
<th>POLL Strategy</th>
<th>Why Is this POLL Strategy Developmentally Appropriate?</th>
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<tbody>
<tr>
<td><strong>Intentional Message</strong></td>
<td>Developmentally appropriate practice is intentional teaching. Educators’ intentionality and purposeful planning undergird the entire program and all of the experiences provided. The written or co-written intentional message focuses children's attention and promotes executive function, which strongly predicts later learning. The written or co-written message reinforces the verbal message in both languages. Educators are powerful models for children with whom they have built positive relationships. Language modeling is among the most effective teaching strategies educators can use. A large body of research demonstrates that educator's language modeling predicts children's achievement in all areas of learning and development. As children engage with interesting content and related vocabulary, they acquire broad knowledge of the world, which is essential for later reading comprehension. Engaging children with new concepts in both their home language and English provides a foundation to build new learning on what children already know — one of the most effective teaching strategies available.</td>
</tr>
<tr>
<td><em>Today we are going to be learning about the life cycle of a butterfly.</em></td>
<td>Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Verbally cue the words in home languages to support concept development.</td>
</tr>
<tr>
<td>POLL Strategy</td>
<td>Why Is this POLL Strategy Developmentally Appropriate?</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Anchor Text for Preschoolers</strong></td>
<td>Interactive, shared book reading is one of the most effective ways to promote vocabulary development, listening comprehension, motivation to read, and early literacy skills such as phonological awareness, alphabet knowledge, and print awareness. Appropriate use of books varies with the age of the child. Books are selected based on the predictable capacities and interests of infants, toddlers, and preschoolers. When books are thoughtfully selected, children are highly motivated to listen and hear them repeatedly which promotes understanding. Children love stories, especially those that reflect their identity, family, and language.</td>
</tr>
<tr>
<td><strong>Anchor Experiences/ Picture Books for Infants and Toddlers</strong></td>
<td>Age-appropriate books introduce children to new concepts in content areas such as science and social studies, and can help them learn social problem-solving skills.</td>
</tr>
<tr>
<td>Educators use repetitive vocabulary to map language on to infant and toddlers everyday experiences (meal time, tummy time, motoric exploration). Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.</td>
<td>Reading to children enhances language because the structures and words used in books are more complex than those used in everyday speech. Knowing more words, in turn, helps children make sense of print and find what they read more meaningful and interesting. Talking with children about what is read further boosts vocabulary and comprehension.</td>
</tr>
<tr>
<td>The power of reading is not in the book alone, but in the conversation about the book among educators and children before, during, and after reading. This type of interaction is more likely to occur in a small group than in the whole group or even in a one-on-one reading situation. Reading in small groups and re-reading the same book are especially effective strategies for Dual Language Learners. Wordless picture books for infants, toddlers, and preschoolers support children's language. If educators talk about the pictures with children, their verbal interactions are more lengthy and complex.</td>
<td>Educators working with infants and toddlers apply these same principles in supporting language development through the use of targeted vocabulary and repetition related to the child's interests and ongoing experiences.</td>
</tr>
</tbody>
</table>
## POLL Strategy

### Key Vocabulary Words

Choose at least three to five key vocabulary words to introduce throughout the week. (Keep in mind the ages and abilities of the children). Use photographs, pictorials, cognate charts, and word walls to introduce new concepts and vocabulary as well as to deepen comprehension.

Vocabulary predicts development and learning in all domains and academic areas: self-regulation, social relationships, emotional literacy, cognitive development, literacy, mathematics, science, and so on.

A very effective strategy is for educators to deliberatively model new words and introduce concepts during brief whole group times. Educators then reinforce these vocabulary words in various contexts during small group and play times. Multiple representations and exposure to new words and concepts develops deeper understanding.

## Songs/Chants

### The Very Hungry Caterpillar

*An egg is on a leaf
*An egg is on a leaf
*Hi-ho, The derry-o
*An egg is on a leaf

Academic and content vocabulary is woven into familiar rhythm, songs, and chants to encourage repetition.

Developmentally appropriate programs are caring communities. Engaging group times and experiences like songs and chants build a sense of community as well as teaching content and new vocabulary. New learning requires practice which is effortlessly built into enjoyable songs and chants. Music and movement is playful, motivating, and lots of fun.

Music and movement are areas where all children can be engaged without needing to rely on their English language skills. Every child can enjoy learning a song in their own or another language. When singing or chanting, there is a clearer distinction between each word than in speaking which supports phonological awareness, a necessary precursor to literacy.

Music and movement supports children’s identities, connects them to their cultural group and the larger society, helps them experience and express emotions and ideas, and supports their learning across the curriculum. Memory and sequencing are required to coordinate music and movement, and both require children to focus attention and follow directions — important executive function capacities.
### Center Extensions

Plan center-based opportunities for independent and/or small group time to explore the concepts presented and practice the language being learned. Those are child-initiated and educator-facilitated learning times.

Implementing the POLL strategies in independent and small group extended activities is developmentally appropriate practice in action. Research shows that both child-initiated and educator-initiated experiences benefit children's learning and development.

Developmentally appropriate practice depends on well-planned learning opportunities, appropriate environments and materials, and educators intentionally interacting with children in diverse contexts. Guided play during extended activities — children’s active discovery plus adult scaffolding — is especially effective in promoting content knowledge, skills, and deeper understanding of concepts.

Integrated curriculum can be implemented through the experiences that occur in the various interest areas. For example, children read and write about a topic, find information on a computer, represent concepts in art, investigate and solve relevant problems, build structures, and so on.

One of the most effective strategies for developing young children’s language is to engage them in conversations during their play without being too intrusive. Educators engage in frequent, extended one-on-one conversations, listen carefully, wait for a response, use open-ended questions, and gauge comments to children’s remarks.

Each of the following learning contexts provides various affordances for extending and building on POLL strategies:

- **Library/reading area** — Children have opportunities to explore and revisit the anchor text and other age-appropriate books individually and in small groups.

- **Listening center** — Children’s focused attention is promoted and opportunities are provided for them to hear and talk about stories in their home language or English.

- **Writing center** — Children’s exploration with writing builds early literacy skills. Name writing is the best way for children to begin learning the alphabet.

- **Science/discovery Area** — Children explore, investigate and solve problems individually and in small groups, practice key vocabulary while educators facilitate and introduce relevant new words.

- **Math area** — Playing with manipulative materials and games in small groups supports children’s mathematics understanding especially when educators use these experiences to introduce relevant mathematics words in English and their home language.

- **Construction/block area** — Children play collaboratively with small groups of other children, practice key vocabulary words, learn language and social skills, and construct understanding of mathematics and physics concepts.

- **Dramatic play area** — Children take on pretend roles and practice the language of the play theme such as playing store or hospital while interacting with peers, developing self-regulation and social skills.

- **Sand and water area** — Children explore and discover the properties of materials and objects and learn and practice related vocabulary words.

- **Art/painting area** — Children have opportunities for cultural and creative expression, symbolic representation, and development of motor skills.

- **Computer center** — Provides many possibilities for children to learn and create if they are in control, hear stories in their home language, use translation apps, or practice newly acquired skills.
<table>
<thead>
<tr>
<th>POLL Strategy</th>
<th>Why Is this POLL Strategy Developmentally Appropriate?</th>
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</thead>
<tbody>
<tr>
<td>Environmental Supports</td>
<td>The environment sets the stage for active learning. Well-organized environments with accessible materials support the development of initiative, self-regulation, and positive social interaction. Environmental supports such as photos and written messages displayed in children's home language send the message that children's families and languages are valued. The physical environment alone is insufficient. How educators use environmental supports makes a difference. Well-used environmental supports scaffold children's learning visually and structurally. All children benefit from a predictable schedule posted with words and pictures, but such a scaffold is essential for Dual Language Learners. Materials, objects, and labeling related to the topic of study give children something to talk about. Pictures help all children make sense of their experiences and books.</td>
</tr>
<tr>
<td>Family/Community Engagement</td>
<td>A key component of developmentally appropriate practice is family and community engagement. Developmentally appropriate decision-making requires that educators know children and their families well. They need to know about the social and cultural contexts in which children live. They need to know children as individuals — their strengths, experiences, interests, and abilities. Families are the best and most accurate sources of information about their children's development and their experiences outside of school. Educators must know individual children to adapt teaching strategies and the environment for individual and cultural variation. Partnerships between educators and families are characterized by mutual trust, respect, and power sharing. The benefits of family involvement for children's success in school and life are well documented. When family involvement levels are high, the performance gap between children from low income and higher income backgrounds narrows. The more frequently and actively families are engaged, the more likely children are to perform better in reading and mathematics, have better school attendance, fewer behavior problems, better social skills, and adapt well to school. Educators and parents share information about ways to promote and extend children's learning at home and school. Educators learn about families' cultural values and child rearing practices. Educators focus on family assets — their funds of knowledge — and draw on them to enhance curriculum.</td>
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SECTION VI

PROFESSIONAL DEVELOPMENT IN THE LANGUAGE LEARNING PROJECT
Ongoing professional development is a pivotal component to support early childhood education (ECE) practitioners. When staff members are trained with specialized knowledge and competencies, they gain a wealth of knowledge to help children reach their full potential. It is important that all staff, including teachers/caregivers, coaches, and administrators participate in the professional development together. Effective professional development for achieving the goals of the Language Learning Project must include a focus on the following:

**The Value of Linguistic and Cultural Diversity:** ECE practitioners are introduced to current research on how growing up with two or more languages influences development across all domains, on the great capacity of young children to learn more than one language, and on the long-term benefits of being bilingual. There is an opportunity to explore many of the myths regarding Dual Language Learners (DLL) and time to reflect on how these myths may have influenced early childhood educator’s approach in supporting children.

**Family Engagement:** ECE practitioners receive support in deepening their understanding of the importance of building strong partnerships with families to improve outcomes for young DLL children. Emphasis is placed on the need to help families recognize the use of home language as a strength and understand their role in providing rich language interactions throughout the day. Developed by Dr. Linda Espinosa, the Family Language and Interest Interview tool (see Section IV) is introduced as a foundational family engagement strategy to be employed as part of the Language Learning Project. The tool allows practitioners to interact, listen, and create a bond with families around the topic of language and culture.

**Personalized Oral Language(s) Learning (POLL):** ECE practitioners receive intensive training on the POLL strategies to improve the language and literacy instruction for DLLs in their programs. These strategies were developed by Dr. Linda Espinosa, Dr. Carola Oliva-Olson, and Elizabeth Magruder. Drawing upon best practices for young DLLs in language and literacy instruction, the POLL strategies include specific guidelines on the use of environmental supports, intentional messages, anchor texts/experiences, vocabulary imprinting, songs/chants, and learning center extensions.

**Support for Home Language:** ECE practitioners work in a variety of sites, some of which use a balanced English and home language development approach while others use an English language development with home language support approach. For the balanced programs, guidance is provided on the amount of exposure and quality of instruction in each language. For the latter approach, ECE practitioners explore multiple strategies for bringing home language into their settings including targeted use of bilingual staff and deliberate use of families and community resources. For both types of programs, it is important to emphasize the importance of a shared commitment to maximize the opportunities for all children to be successful in developing both English and home language.
PROFESSIONAL DEVELOPMENT SESSIONS

In the initial implementation of the work in Fresno, ECE practitioners, coaches, and administrative staff attended five professional development trainings. The trainings lasted three hours and were conducted on Saturday mornings with childcare provided. The sessions were facilitated by professionals in the early childhood education field with experience in supporting ECE practitioners in implementing effective strategies for DLLs.

The feedback from practitioners participating in the professional development trainings has been extremely positive. During the trainings, there are opportunities for practitioners to gain new skills as well as to reflect on their learning with others in the group. As the sessions progressed, practitioners especially appreciated the opportunity to hear how strategies were being implemented in other programs. The coach worked closely with individual sites to help them both reflect on their successes and prepare materials to share with the group.

Following is an overview of the five professional development sessions:

SESSION 1: Introduction to Language Learning Project
1. History of the Language Learning Project
2. Getting to know program participants
3. Exploration of myths and facts regarding Dual Language Learners
4. Why it is important to support young Dual Language Learners
5. Program approaches for language development
6. Introduction to the personalized oral language(s) learning (POLL) strategies
7. Introduction to the family languages and interests interview (FLII)
8. Hands-on work with the family languages and interests interview form

SESSION 2: Introduction to Personalized Oral Language(s) Learning (POLL) strategies
1. Welcome
2. Group sharing experiences with the family languages and interest interview
3. Introduction to integrating home language support with POLL strategies
4. Area of focus with POLL: environmental supports
5. Area of focus with POLL: promoting vocabulary development through anchor texts/experiences
6. Hands-on work with anchor texts/experiences and vocabulary development
### SESSION 3: Using Intentional Message and Songs/Chant
1. Welcome
2. Group sharing on experiences with anchor texts/experiences and vocabulary development
3. Area of focus with POLL: intentional messages
4. Hands-on work with intentional messages
5. Area of focus with POLL: songs and chants
6. Hands-on work with songs and chants

### SESSION 4: Supporting Young Children’s Home Language
1. Welcome
2. Review of all of the POLL strategies
3. Planning for POLL using your planning tools and strategies
4. Hands-on work with planning tools for POLL
5. Supporting home language
6. Hands-on work planning for home language support

### SESSION 5: Integrating our Work for All Children/Tying it All Together
1. Welcome
2. What we know and what we’ve learned
3. Review of POLL strategies
4. Review of how we support home language
5. Tying it all together
6. Planning next steps

Following are the agendas, PowerPoint slides, and feedback forms for each of the five professional development sessions.
Session 1

1. Agenda
2. PowerPoint
3. Feedback Form
4. PreK-3rd: Challenging Common Myths About Dual Language Learners
5. Family Languages and Interests Interview form English
6. Family Languages and Interests Interview form Spanish
Introduction to the Language Learning Project
Professional Development Training
AGENDA

Date:
Location:
Time:

❖ Registration

❖ Welcome and Introductions

❖ Opening Song

❖ Part 1: Overview
  o History of the Language Learning Project in Fresno
  o Getting to know each other
  o Myths: Young Dual Language Learners (DLLs)
  o Why is it important to support young DLLs?

❖ Part 2: Strategies to support DLLs
  o Language Approaches
  o Introduction to POLL Strategies
  o Where Do We Start: Family Language(s) and Interest Interview

❖ Part 3: Feedback + Next Steps
Introduction to the Language Learning Project (LLP)

Professional Development
Session 1
Agenda

➢ Introductions
➢ Song
➢ Activity
➢ Myths
➢ Personal Oral Language Learning (POLL) Strategies
➢ Next Steps
➢ Closure

Oh, Johnny
Oh, Johnny
Oh, Johnny
Will you wash your face, face, face?

Speak a little louder Mom, I really didn’t hear you.
Oh, Johnny
Oh, Johnny
Will you brush your teeth, teeth, teeth?

Speak a little louder Mom, I really didn’t hear you.
Oh, Johnny
Oh, Johnny
Will you comb your hair, hair, hair?

Speak a little louder Mom, I really didn’t hear you.
Oh, Johnny 🍦
Oh, Johnny
Would you like an ice cream cone?

Yes, Mommy,
Yes, Mommy
Now, I really hear you!
Yes, Mommy, Yes, Mommy Now, I really hear you!

Juanito
Juanito, Juanito, lavate tu carita

Hablame más alto mami, que yo no te oigo
Juanito, Juanito, lavate tus dientes

Hablame más alto mami, que yo no te oigo
Juanito, Juanito, peinate tu pelo

Hablame más alto mami, que yo no te oigo
Juanito, Juanito, ¿quieres un helado?

Si mami, Si mami, ahora yo te oigo
Getting to Know You...
*Who is in the Room?*

Getting to Know You...
*What are our experiences with languages?*
Share your first experience with learning a language other than your own

Challenging Common Myths About Dual Language Learners

Activity

- Use the seven colored dotted stickers
- Take a few minutes to read each statement
- Place the sticker on the true or false side column on the chart paper
- Then return back to your seat
True or False

Learning two languages during the early childhood years will overwhelm, confuse, and/or delay acquisition of English.

True or False

The language development of dual language learners looks the same as monolingual language development.
**True or False**

Total English immersion from preK through 3rd grade is the best way for a young Dual Language Learner to acquire English.

---

**True or False**

Because schools don’t have the capacity to provide instruction in all the languages represented by DLL children, programs should provide instruction in one common language—English.
True or False

Spanish-speaking Latinos show social as well as academic delays when entering kindergarten.

True or False

Native English speakers may experience academic and language delays in dual language programs.
True or False

If the instruction in your program is delivered primarily in English, you do not need to worry about DLL children’s progress in their home language.

Activity Reflection

Let’s take a look at the policy brief “PreK-3rd Challenging Common Myths About Dual Language Learners” and review our responses.
What We Know...

- Learning more than one language is a benefit!
- Infants have the innate capacity to learn two languages from birth!
- Early dual language exposure does not delay development in either language!

- Dual language learners need systematic support for their home language while they are acquiring English!
- Learning from the family will benefit you and the child!
- Teachers and providers don’t have to speak the language of the child to support home language development!

Believe it!

Unless you believe “in your bones” that having a second language in addition to English is a gift, and not a disadvantage, and diversity is a resource, not a problem to be solved, you are likely to respond to Dual Language children in ways that discourage the use of their home language—especially if you are not fluent in the child’s home language.
Program Approaches - Supporting our DLLs

- Balanced-English and home language development
- English language development with home language support

*POLI* strategies can support all Dual Language Learners and can be used in any program approach.

---

Personalizing Instruction
(Espinosa, Matera, Magruder, 2010)

A continuum of support for dual language learners
What Does the Research Tell Us?

- Important positive experiences related to language begin very early in life and set the stage for later success in literacy. (Kuhl, 2011)

- Children need exposure to high-quality language and literacy in their homes, childcare and preschools provides a strong foundation for later success. (National Research Council, 2008)

- Children entering kindergarten may have a vocabulary gap even before they begin school. (Hart & Risley, 2004)

What Does the Research Tell Us for Dual Language Learners?

“...in most families, children are first introduced to language and literacy in the home language, and those experiences provide an important foundation for success in learning literacy in English.”

Oral Language Development

Oral language skills play a crucial role in long-term literacy and cognitive development for all students but are especially critical for young dual language students.

A Rich Oral Language Classroom...

- Helps children problem solve, plan and imagine
- Encourages language play
- Encourages dialogue during dramatic play
- Provides for time with children, either one-on-one and/or during small group activities

“Children’s language abilities are enhanced as the quality of conversation and the amount of one-on-one or small group interactions with children increase.”

(National Research Council, 2010.)
Personalized Oral Language(s) Learning - (POLL)
What is it?

Family Languages and Interests

Environmental Supports

Instructional Supports

Wonderings and Wishes

Please take a moment to write you wonderings and wishes on sticky notes and place them on the wall chart.

• What are your questions? Wonderings?

• What do you want to know more about?
Let’s Take a Break!

POLL - Where Do We Start?
*With the Family!*

How Do We Get to Know Families?
• Family Language(s) and Interests Interview
Family Language and Interests Interview Form

Let’s Practice!

Take a few minutes to read through the form. Use the form to try out the interview process.

• Pair up at your tables and select a role (parent or provider).
• The provider will begin by asking the parent 3 questions.
• After time is called, switch roles.
Reflection

Take a few minutes to reflect.

1. How did it go?
2. What did you notice?
3. How might you begin to use this with families?

What the best and wisest parent wants for his own child, that must be what the community wants for all its children.

John Dewey
Next Steps

➢ See you all next time
➢ Getting it Right (Chapter 4)

Thank You!
Language Learning Project
Year 1
Session # 1 Introduction to the Language Learning Project

**Feedback**

Agency Name: _______________________________

<table>
<thead>
<tr>
<th>What was your general response to today’s session?</th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Today, what interested me most was ...</td>
</tr>
<tr>
<td>2</td>
<td>The topics or issues that were not clear to me today were ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To what extent did you find the following topics we discussed today helpful?</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very well</th>
<th>I would also like to discuss this topic further with the coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Myths: Young Dual Language Learners (DLLs)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4</td>
<td>Why is it important to support young DLLs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Language Approaches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to POLL Strategies</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>7</td>
<td>Where Do We Start: Family Language(s) and Interest Interview</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<th>Overall</th>
<th>8</th>
<th>The pace of the session was...</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>9</td>
<td>How could we have improved this session?</td>
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PreK-3rd: Challenging Common Myths About Dual Language Learners

An Update to the Seminal 2008 Report

by Linda M. Espinosa, Ph.D.
PreK-3rd Policy to Action Briefs

*PreK-3rd Policy to Action Briefs* seek to promote the idea of PreK-3rd and to provide guidance for its implementation. The goal of PreK-3rd Grade Education is the creation of a seamless learning continuum from PreK to Third Grade.

PreK-3rd is a national movement of schools, districts, educators and universities seeking to improve how children from ages 3 to 8 learn and develop in schools. While these different efforts use a variety of names, all are working to connect high-quality PreK programs with high-quality elementary schools to create a well-aligned primary education for all our nation’s children.

**What is PreK-3rd Education?**

PreK-3rd approaches require that educational standards, curricula, assessment and professional development are strongly aligned across high-quality PreK, Kindergarten, First, Second and Third Grades.

The PreK–3rd approach consists of:

- Public funding for Full-Day education starting at age three, including:
  - Voluntary, Full-Day PreK for three- and four-year-olds
  - Required, Full-Day Kindergarten

- Aligned educational strategies within and across grades, including:
  - Aligned standards, sequenced curriculum, instruction, and assessments
  - Well-rounded curriculum, including literacy, math, arts, physical education, social and emotional learning and science
  - Regular joint planning and shared professional development among all PreK, Kindergarten, and 1st–3rd grade teachers and staff

- Principal leadership to support joint professional development and teacher collaboration around PreK-3rd curriculum and instruction

- Family engagement focused on supporting what children learn in school and on promoting a Dual-Generation strategy
Introduction

With the continued demands for external accountability and the rigorous grade-level expectations in English Language Arts specified in the new Common Core State Standards (CCSS), educational policymakers are focusing increased attention on young children (ages 3-8) from non-English speaking backgrounds. Young children who speak a language other than English in the home and are not fully fluent in English have been identified as Dual Language learners (DLLs). The term, dual language learners has been adopted by the Office of Head Start and the United States Department of Education to highlight and promote the linguistic assets of young children and families who speak languages other than English. Since 2008, when the first edition of this policy brief was published, the scientific community has greatly advanced our knowledge of both how children acquire two languages during the PreKindergarten years and the consequences of growing up with more than one language.

The rate of growth of DLL children in the Early Care and Education (ECE) systems as well as the public schools continues to exceed projections with 10 states experiencing more than 200% growth from 1990-2010. In some parts of the country more than 50% of the PreKindergarten population come from non-English-speaking homes. As a group, DLL students have often struggled to become proficient in English, chronically been in the lowest levels of academic achievement, and had school drop out rates almost twice those of native English speakers.

The confluence of these factors has created an urgent need to design and implement instructional approaches and school structures that are based on our latest scientific evidence about how to best support full English proficiency and high academic achievement for DLL students. Our educational systems are challenged to capitalize on the linguistic, cognitive, and social talents of young children who are developing capacities in more than one language.
Fortunately, in the past 15 years, there have been advances in neuroscience, rigorous research on the processes and consequences of dual language development, and program evaluations and international research on multi-lingual development that can provide useful guidance on best policies and practices for young DLL children.

When carefully analyzed, this new research often challenges commonly held beliefs and myths that have influenced the instruction, assessment practices, and organizational structure of educational programs that serve DLL children ages 3-8 years. This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language and presents current research evidence that can better guide our policies.

Underlying this perspective is the belief that a consistent, coherent approach to early education that provides continuous, enhanced learning opportunities from PreKindergarten through Third Grade offers the best chance for improved academic performance. DLL children in PreK-3rd programs would have the advantage of six years of continuous schooling with a consistent approach to language development, common curriculum, and aligned assessments to master the essential elements of the English language while learning challenging academic content. Their teachers would also have more opportunities to forge partnerships with parents, and increase the likelihood of the children’s positive adjustments to early schooling. Creating a sound foundation in basic and academic language, as well as conceptual development and reading proficiency, by the end of Third Grade sets the stage for future school success.
**MYTH 1: Learning Two Languages During the Early Childhood Years Will Overwhelm, Confuse, and/or Delay Acquisition of English.**

When we hear PreKindergarteners inserting Spanish into their English sentences or school-age children alternating between the two languages while socializing with their peers, it is easy to conclude that they are confusing the two languages. Since language learning is such a monumental and challenging task during the first years of life, it is also reasonable to believe that expecting young children to learn not one—but two—languages, as they are just beginning to learn the complexities of understanding and using language may delay overall language development.

In fact most young children throughout the world successfully learn more than one language from their earliest years. Recent research from developmental cognitive neuroscientists and psycholinguists on the processes and consequences of learning two languages during the infant-toddler years has continued to underscore the extensive capacity of the human brain to learn multiple languages during the early childhood years, as well as the ability of the child to sort the sounds of each language into separate categories and interpret contextual cues to know when it is appropriate to use which language.

There is wide scientific consensus that bilingual infants develop two separate but connected linguistic systems during the first year of life. We now know that infants have the innate capacity to learn two languages from birth and that if the early dual language exposure is sufficient in quantity and quality, young children can successfully become fully proficient in both languages.

The most current scientific research suggests that the development of two languages from a child’s earliest years has specific impacts on a variety of cognitive functions discernable as early as seven months of age that are persistent throughout childhood and may even offer some protection from symptoms of Alzheimer’s. Enhanced executive function abilities such as working memory, inhibitory control, attention to relevant vs. irrelevant task cues, and mental or cognitive flexibility, as well as improved language skills, have been linked to early bilingualism when proficiency in each language is roughly balanced. These abilities have been portrayed as the biological foundation for school readiness, providing the platform upon which children’s capacities to learn (the “how”) educational content (the “what”) depends. It has been found in multiple studies that there is a bilingual advantage when comparing monolinguals and bilinguals on tasks that require selective attention, cognitive flexibility, and certain literacy skills such as decoding when the two languages have similar writing systems. Notably, these advantages have been found across all socio-economic, racial, and ethnic groups, and as noted above, are linked to the level of bilingualism; those children who had more balanced skills in each language showed greater advantage.
These studies have also demonstrated that knowing more than one language does not delay the acquisition of English or impede academic achievement in English when both languages are supported. Research on children who learn English after their home language has been established—usually around three years of age—has also shown that most young children are capable of adding a second language and that this dual language ability confers long-term cognitive, cultural, and economic advantages. The early childhood period from 3-8 years of age is critical for developing mastery of the sounds, structure and functions of language and thus an ideal time to expose children to the benefits of two languages. Current research has clearly indicated that young dual language learners should be given opportunities to develop high levels of proficiency in both of their languages because the advantages are significant and lasting.

In the brain, the ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. Scientists refer to these capacities as executive function and self-regulation—a set of skills that relies on three types of brain function: working memory, mental flexibility, and inhibitory-control. *Center on the Developing Child at Harvard University (n.d.). Executive Function: Skills for Life and Learning*
Myth 2: The Language Development of Dual Language Learners Looks the Same as Monolingual Language Development.

When young children learn more than one language their experiences in each language alter the neural patterning and language processing systems in the developing brain. During the first year of life, an infant is able to perceive and process all sounds of all spoken languages, but sometime between 8-10 months this speech perception starts to narrow. By the end of the first year of life, infants have lost some of their ability to discriminate sounds that they do not regularly hear. After seven years of age, the human capacity to hear and process unfamiliar phonemes (the sounds of language) has dramatically decreased. This is one reason why the PreK-3rd years are an ideal time for children to learn a second language.

Recent studies from cognitive neuroscientists have found differences in brain activity in the areas of the brain that process language across bilingual and monolingual PreKindergarteners. Young bilingual children develop more widely dispersed and evenly distributed neural pathways across both brain hemispheres. The unique linguistic challenges faced by young DLL children lead to different sets of skills than those of monolinguals. The cognitive demands of processing input in two languages, may lead to slower word retrieval in each language, but enhanced abilities in other areas. While it may take DLL children longer to respond to language tasks that require word retrieval, and they may not know as many words in each language, the additional cognitive challenges of switching between languages is also associated with increased cognitive control and executive function skills. In short, all language experiences influence cognitive and linguistic learning mechanisms and since DLL children are developing unique neural connections and pathways, their brain development and learning will look different from monolingual children.

While language differences have been reported in studies of young DLL children, these differences should not be interpreted as language delays due to learning in more than one language. Most often, these differences are evident only in certain areas of language development, e.g., vocabulary and rapid word retrieval, but other areas, e.g., phonological awareness and decoding skills, may be comparable. It is also important to note that learning expectations or state standards developed for monolingual English speakers may not be appropriate for DLL students.
Finally, there are important socio-cultural differences both between DLL and non-DLL students and within the DLL population that affect the development of important language and literacy skills. For example, young DLL children are much more likely than native English speakers to have parents without a high school education, to live in low-income families, and to be raised in cultural contexts that do not reflect mainstream norms in the United States.\textsuperscript{xviii} The language and early literacy development of DLL children also follows unique trajectories toward full English proficiency with significant implications for instructional planning. These background and developmental characteristics of young DLL students need to be understood when making judgments about individual children’s progress and making inferences about program effectiveness.\textsuperscript{xxix}
Myth 3: Total English Immersion from Prekindergarten Through Third Grade Is the Best Way for a Young Dual Language Learner to Acquire English.

Common sense suggests that the more time children spend listening to and speaking English, the more rapidly they will master the fundamentals of the English language. For adults and older children who have a well-established first language, this may be the case. It is true that young children need sufficient input and opportunities to use a second language in order to gain fluency. Many educators are also concerned that young children will be confused and their acquisition of English language and literacy skills will be delayed if they are not instructed in English-only programs from the very beginning. The reasoning is logical: since children during their first five years of life are primed to learn language and eventually they will need to master English Language Arts, it is best if they are introduced to an English-only instructional environment as early as possible.

Much research on the effects of early English immersion programs for DLL students contradicts this belief. For young children who are actively processing and have not yet mastered the fundamentals of their first language, completely shifting to a new, unfamiliar language during the early childhood years may negatively impact the ongoing development of their home language, as well as academic achievement in English in the long run.

The evidence suggests that children in English immersion ECE programs tend to lose their ability to communicate in their first language, start to prefer the English language, frequently develop communication problems with their extended families, and experience depressed academic achievement in English. While English can be successfully introduced during the PreKindergarten years, if it replaces the home language, and children do not have the opportunity to continue to learn in the language they know, advanced linguistic, conceptual, and academic development is at-risk. Systematic, deliberate exposure to English during early childhood combined with ongoing opportunities to learn important concepts in the home language results in the highest achievement in both the home language and English by the end of Third Grade and beyond.
The conclusions from recent studies suggest that young children are capable of learning academic content in two languages, that they benefit cognitively and socially from learning more than one language, that transitioning to English too soon may cost them in the long run, and that many early literacy skills learned in Spanish clearly transfer to English. The children who were taught in English-only classrooms or transitioned to English instruction before they demonstrated well established oral language abilities in their own language and had achieved high levels of English oral proficiency did not fare as well as those who had the opportunity to learn through two languages.

The most recent evidence suggests that support for the home language during the PreKindergarten years will help, not hurt, long term attainment in English. Young children can learn nursery rhymes, songs, extended vocabulary and early literacy skills in English and their home language with adult support. DLL children who receive systematic learning opportunities in their home language during the early years consistently out-perform those who attend English-only programs on measures of academic achievement in English during the middle and high school years. These dual language learning opportunities can be provided during designated instructional times throughout the day in each language, in addition to extended activities conducted in the home by family members in the child’s first language. Encouraging DLL children’s families to continue to talk with, read to, sing to, and use the home language in everyday activities will promote continued development of children’s first language while they are also acquiring English in their PreK-3rd settings.
MYTH 4: Because Schools Don’t Have the Capacity to Provide Instruction in all the Languages Represented by DLL Children, Programs Should Provide Instruction in One Common Language—English.

Early education programs throughout the country are reporting not only more DLL children, but also more different languages represented among their children and families. Head Start has documented more than 140 different languages among their families enrolled in 2009-2010 with approximately 30% of all children identified as dual language learners.xxiii The state of California has reported that approximately 25 percent of all K-12 students speak a language other than English at home and more than half of all four-year-olds are children of immigrants (PPI, 2012).xxiv In some communities the concentration of DLLs is even more dramatic; In Los Angeles County, more than 55 percent of the five year olds entering Kindergarten in 2009-2010 were children whose primary language spoken in the home was not English with 88% being from Spanish-speaking homes.xxv At the same time less than 10 percent of our teachers are fluent in more than one language and few teachers certified in early childhood education have any training in cultural and linguistic diversity.xxvi

With such a daunting challenge facing our educators, it seems reasonable to expect most programs will implement English-only instructional approaches. While reasonable, this would be a misguided conclusion. From the preceding discussion, it is clear that young DLL children need frequent and intentional support for the home language while they are acquiring English in order to benefit academically, socially, and cognitively from their emergent bilingualism. Even when teachers do not speak the child's home language, there are many specific teaching practices that will support continued development of the home language.xxvii Teachers and ancillary staff can support children’s home language throughout the day in all kinds of learning situations recognizing that most ECE teachers are monolingual English speakers; they can also train parents, community members, and volunteers to work with DLL children in their home language. In addition, research has shown that multiple long-term benefits are accrued when teachers promote literacy skills in children’s home language as well as English.
**English Language Development (ELD)**

Instructional strategies that promote ELD and support DLL children’s home language development:

- Early in the school year, teachers meet with parents to learn critical information about the child and family.

- Visual displays that represent the languages, cultures, and family practices of the children enrolled in the classroom.

- Provide books and materials that authentically represent the cultures and languages of your students and families. Have students help you understand and read them or elicit a volunteer or parent to help you with this.

- Have key vocabulary words introduced in child’s home language by parent or community volunteer.

- Pre-read stories in child’s home language.

- Use similar words in home language to bridge into English.

- Use pictorial, real world objects, and concrete experiences to convey meaning of words and concepts.

- Use visual cues and physical gestures and signals linked to specific content vocabulary to imprint meaning.
MYTH 5: Spanish-Speaking Latinos Show Social As Well As Academic Delays When Entering Kindergarten.

The academic achievement gap for young Latino dual language learners continues to be significant at Kindergarten entry and persists throughout the school years.\textsuperscript{xxviii} Low-income Hispanic DLL children consistently score significantly below the national average in math and reading achievement at Kindergarten entry. These educational achievement disparities persist as DLL students continue to have substantially lower levels of academic achievement, including high school completion and college enrollment and completion rates, than their peers from English-only backgrounds.\textsuperscript{xxix} Although these academic discrepancies are well documented and well known among the educational community, very little comparable attention has been paid to the social competencies of young DLL children.

We know that the emotional and social health of young DLL children is important to their school adjustment and academic achievement. Young children need to be able to regulate their emotions, follow directions, form positive social bonds, and express their feelings appropriately to succeed in school. According to multiple measures of family risk factors (i.e., poverty, immigrant status, English language fluency, access to mental and physical health services) Latino DLL children would appear to be at greater risk than their non-Hispanic peers for poor mental health. However, several researchers have found that children from low SES Mexican immigrant families had lower levels of internalizing and externalizing symptoms than both their White and African-American peers.\textsuperscript{xxx} In one study, teachers rated the children of Mexican immigrant families at Kindergarten entry as more socially and emotionally competent than their peers from similar socio-economic backgrounds. This is remarkable given the multiple risk factors associated with the Mexican immigrant families and yet these children showed distinct social and behavioral advantages at Kindergarten entry.

In addition, as described above, PreKindergarten-aged DLL children have been repeatedly shown to have more advanced executive function skills. Dual language learners consistently outperform monolingual children on tasks that require focused attention, inhibitory control, planning and working memory abilities, and mental flexibility.\textsuperscript{xxxi} These advantages for bilinguals have been found during the first year of life across language, ethnicity, and SES groups. Several researchers have found advantages for bilingual children on executive control tasks when comparing lower SES Spanish-English bilingual children with middles-class monolingual English-speaking children. However, these advantages are found only when the child has developed advanced levels of bilingual proficiency; one researcher has suggested, “intensive experience and practice with more than one language may be required to reap benefits in executive control”.\textsuperscript{xxxii}
These largely unrecognized social-emotional and executive function strengths among a population often viewed only through the “at-risk” lens offers a potential source of resilience that school personnel should recognize, support, and enhance. Since young low-income Spanish-speaking DLL children are judged to be at least as, if not more, emotionally and socially competent than their peers, something about Hispanic child-rearing practices has promoted their children’s ability to control their emotions and get along with others at school entry—two highly-prized social competencies for school success. The ability to plan, initiate, and carry out tasks while disregarding distracting input also has enormous implications for successful school performance.
MYTH 6: Native English Speakers May Experience Academic and Language Delays in Dual Language Programs.

Dual language programs educate all children in two languages, typically, English and another language. Over the past decade, dual language programs have grown tenfold, with an estimated 2,000 currently operating in the U.S. The goal is to promote bilingualism and biculturalism for all the students enrolled. In these classrooms all the students experience the benefits and challenges associated with learning a second language during the early childhood years as well as the richness of socio-cultural integration.

Many parents and educators are reluctant to enroll native-English speaking children in programs where much of their academic instruction is in a language the children have not mastered. They fear that their children may “lose ground” over the PreK-3rd years compared with their monolingual English-speaking peers. Since most important achievement testing is conducted in English, and the stakes for academic failure are higher than ever, there is also the fear that the students will be disadvantaged by the amount of instructional time spent learning a second language.

In fact, the data from recent evaluations shows that a balanced dual language approach is an effective model for both DLL students and native English speakers. It is one of the few instructional approaches that can fully close the achievement gap for DLL students while not showing any adverse effects for non-DLL students. All students seem to benefit cognitively, academically, and culturally when they develop proficiency in more than one language as measured by standardized achievement testing in addition to positive reports from parents, teachers, and administrators.

In one landmark longitudinal study, when the dual language model was consistently implemented over the early elementary and through high school grades, the achievement gap between DLL students and native English speakers was closed; the educational experience also became more inclusive for all students with students reporting friendships across class and language barriers. “In the long run, dual language schools have tremendous benefit,” says author Jo Anne Kleifgen. “You have young adults with strong skills, who graduate from high school, who can communicate in more than one language.”
Myth 7: If the Instruction in Your Program is Delivered Primarily in English, You Do Not Need to Worry About DLL Children’s Progress in Their Home Language.

With the increased demands for accountability, educators need to frequently assess children’s progress, identify those who may be in need of specialized services, monitor the effectiveness of their interventions, and frequently adapt instructional approaches based on assessment feedback. Accurate and valid assessment information that is linked to improved instruction is critical to the academic achievement of young DLL students. In addition, the federal Race to the Top-Early Learning Challenge Grants (RT-ELC) require states to implement a statewide Kindergarten Entry Assessment (KEA) that is “valid, reliable, and appropriate for the target population and for the purpose for which it will be used including English learners.” The primary purposes of the KEA are to inform instruction and services in the elementary grades and to help close the achievement gap at Kindergarten entry. Consequently, ECE assessment measures, and assessment procedures, as well as statewide assessment systems have all received recent scrutiny. xxxv

Since all dual language learners will need to be assessed in English Language Arts eventually and many young DLL students receive most of their instruction in English, it is often concluded that assessing DLL students’ progress in English provides all the information needed to make educational decisions. However, there are many important features of DLL students’ abilities in their home language as well as aspects of their early language learning contexts that directly influence their growth and achievement in English.

The educational performance of DLL students may vary due to many factors: the family’s socio-economic status, the educational level of the mother, the quality of early language experiences in the home language, the age of exposure to English, as well as differences in cultural beliefs and child socialization practices across families. xxxvi

DLL children learn a second language in fairly predictable stages and frequently make grammatical, lexical, and pragmatic mistakes in English as they are experimenting with their new language and learning its rules and structure. In contrast, the assessment in the home language often shows that the child does not make errors when he produces sentences in that language. Depending on the literacy experiences at home, young DLL children may know certain words in the home language, but not in English, and as a result, they may have a smaller vocabulary than English monolinguals. xxvii For example, they may know the names of objects in the kitchen and home in Spanish but not in English. The child may also know words such as recess, chalk, line, scissors in English because of these are the words they are exposed at school, but never learn the same words in Spanish because there was no need or opportunity to do so in the home. In
these cases the child may look like he has limited vocabulary in each language. However, when the total number of words the child knows in both languages is considered together, frequently it is comparable to the number and range of vocabulary words monolingual children know.

Thus, both the child’s home language and English should be assessed at program entry because assessing the child only in English will underestimate the child’s knowledge and true abilities. The assessment in both English and the home language will help determine what the child has learned and is capable of doing as well as the child’s level of language development. This information is critical when making judgments about a child’s potential for further learning as many of these linguistic and conceptual skills can be transferred to English. A child who demonstrates difficulties in both languages should be referred for an evaluation to determine the need for additional services.
An example of a recent policy regarding the assessment of young DLL students is the new Head Start Child Development and Early Learning Framework (2010), which has identified English Language Development as an essential domain of learning for DLL students. The Framework states, “programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.” (p.4). In addition, the document describes the assessment process for DLL students.

With the exception of assessing a child’s English language development, assessment does not depend on a child’s understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do.

Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child’s knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child’s learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework (p.5).

As the language and literacy development of DLL students follows pathways that are specific to children growing up with more than one language and their achievement in English is influenced by many factors associated with being bilingual, it is important for educators to understand what the child knows and can do in any language—not just English.
Summary and Conclusions

A careful review of current research from a variety of disciplines about the nature of dual language development and the impact of different educational approaches for children ages three to eight, in some areas runs counter to the conventional wisdom.

Conclusions from the current science suggest that young DLL children are quite capable of learning academic content in two languages. In fact, they benefit cognitively from learning more than one language. Transitioning to English too soon may cost them in the long run, and many early literacy skills learned in the home language transfer to English. All children appear to benefit cognitively, linguistically, culturally, and economically from learning more than one language. Finally, it is critical to obtain accurate and valid assessment information for DLL students in order to design developmentally appropriate and academically challenging instruction.

Based on these conclusions, the implications for educational policy at the federal, state, and local level are clear.

1. **Support DLL students’ home language and literacy development while also promoting their English language development (ELD).**
   
   All young children are capable of learning two languages; becoming bilingual has long-term cognitive, academic, social, cultural, and economic benefits—it is an asset. (See Illinois Preschool Policies, 23. Adm. Code Part 228 for an example of a state policy that requires districts to identify and provide language services to young DLL children, information can be found at: http://www.isbe.state.il.us/bilingual/pdfs/preschool_faq092611.pdf)

2. **Family engagement policies and practices need to be examined through the lens of diversity.** Traditional models may need to be expanded to include a focus on developing meaningful relationships with extended family members and a better understanding of family expectations for their children’s development and learning. Family partnerships that are mutually respectful, engage in two-way communication and incorporate important cultural and family background information offer promise for stronger home-school connections.

3. **Review current state early learning standards and expectations** to ensure they are appropriate for DLL students. Where necessary, expand standards to address unique features of dual language development and instructional supports, including attention to executive function skills, that explicitly promote English acquisition while supporting continued home language development.
4. **Design, implement, and evaluate instructional strategies** that help develop essential academic concepts in DLL students home language and within cultural contexts that are familiar and culturally consistent with diverse language groups.

5. **Provide professional development and training to all ECE teachers and staff** on specific instructional strategies that are culturally and linguistically appropriate and promote English language development (ELD).

6. **Support bilingualism for all children whenever possible**; dual language programs are an effective approach to improving academic achievement for DLL children while also providing many benefits to native English speakers.

7. **Assess all DLL children’s linguistic and conceptual knowledge in both their home language and English**. Assessing the child only in English will underestimate the child’s knowledge and true abilities. This may require investment in the development of linguistically, culturally and developmentally appropriate assessment tools for young DLL children across all domains of development.

Finally, recognizing the PreK-3rd Grade period (3-8-years-old) as critical for language development is necessary for providing the continuity and extended time for children to fully benefit from these policies. With regular and continued application of these findings, we can improve the educational outcomes for DLL children as well as the social and economic health of our diverse communities. However, it will require that we all let go of outdated misconceptions and diligently inform our practices with current scientific information.

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Endnotes


Barac, R. & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, 83(2), 413-422.


PreK-3rd Policy to Action Briefs seek to promote the idea of PreK-3rd and to provide guidance for its implementation. The goal of PreK-3rd Grade Education is the creation of a seamless learning continuum from PreK to Third Grade.

PreK-3rd is a national movement of schools, districts, educators and universities seeking to improve how children from ages 3 to 8 learn and develop in schools. While these different efforts use a variety of names, all are working to connect high-quality PreK programs with high-quality elementary schools to create a well-aligned primary education for all our nation’s children.

- No. 1 The Case for Investing in PreK-3rd Education: Challenging Myths about School Reform
- No. 2 PreK-3rd: What is the Price Tag?
- No. 3 PreK-3rd: Teacher Quality Matters
- No. 4 PreK-3rd: Putting Full-Day Kindergarten in the Middle
- No. 5 PreK-3rd: How Superintendents Lead Change
- No. 6 PreK-3rd: Raising the Educational Performance of English Language Learners (ELLs)
- No. 7 PreK-3rd: Principals as Crucial Instructional Leaders
- No. 8 PreK-3rd. Next Steps for State Longitudinal Data Systems
- No. 9 PreK-3rd. Getting Literacy Instruction Right
FCD Case Studies

The FCD Case Studies Series can be found at [http://fcd-us.org/resources/fcd-case-studies](http://fcd-us.org/resources/fcd-case-studies)

2013

- The Promise of PreK-3rd: Promoting Academic Excellence for Dual Language Learners in Red Bank Public Schools

2012

- Into the Fray: How a Funders Coalition Restored Momentum for Early Learning in Minnesota

2011

- The Power PreK-3rd: How a Small Foundation Helped Push Washington States to the Forefront of the PreK-3rd Movement
- Effectively Educating PreK-3rd English Language Learners (ELLs) in Montgomery County Public Schools

2010

- Lessons for PreK-3rd from Montgomery County Public Schools
- Working Together to Build a Birth-to-College Approach to Public Education: Forming a Partnership Between the University of Chicago Urban Education Institute and the Ounce of Prevention Fund

2009

- Education Reform Starts Early: Lessons from New Jersey’s PreK-3rd Reform
- On the Cusp in California: How PreK-3rd Strategies Could Improve Education in the Golden State

2004

- Early Education for All: A Strategic Political Campaign for High-Quality Early Education in Massachusetts

2003

- How Florida’s Voters Enacted UPK When Their Legislature Wouldn’t

2002

- Achieving Full-Day Kindergarten in New Mexico: A Case Study

2001

- Universal Prekindergarten in Georgia: A Case Study of Georgia’s Lottery-Funded Pre-K Program
Family Languages and Interests Interview

RESPONDENT FIRST NAME: ____________________________
RESPONDENT LAST NAME: ____________________________  Date: ________/_______/_______

CHILD’S FIRST NAME: _____________________________________________
CHILD’S MIDDLE NAME: _____________________________________________
CHILD’S LAST NAME: _____________________________________________

Child’s Gender:  Boy ☐   Girl ☐   Child’s Date of Birth: ________/_______/_______

1. What family members live with you and your child? SELECT ALL THAT APPLY: (1) mother, (2) father, (3) siblings, (4) grandparents, (5) aunts/uncles, (6) cousins, (7) others, (10) don’t know, (11) refused

2. Primary caregiver means the person who spends the most time with a child. Is your child’s primary caregiver (his/her… (1) mother, (2) father, (3) grandmother, (4) grandfather, (5) aunt, (6) uncle, (7) sibling, or (8) someone else (specify _________), (10) don’t know, (11) refused] SELECT ONLY ONE

3. What language does the primary caregiver speak most often with child? (primary caregiver means the person who spends the most time with the child) [Include closed-ended response codes as per district language prevalence list, other specify, (10) don’t know, (11) refused] SELECT ONLY ONE _____________________________

4. What language did your child learn when he or she first began to talk? [Include closed-ended response codes as per district prevalence list, other specify, (10) don’t know, (11) refused.]

_______________________________________________________________

5. Can you tell me what language(s) each of the following people in your household speak to your child? [ONLY ASK FOR EACH HOUSEHOLD MEMBER IDENTIFIED IN QUESTION 1]

<table>
<thead>
<tr>
<th>(N) Not applicable</th>
<th>(1) Only English</th>
<th>(2) Mostly English, some other language (specify)</th>
<th>(3) Mostly other language (specify), some English</th>
<th>(4) Only other language (specify)</th>
<th>(10) Don't know; (11) refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother (or you)</td>
<td></td>
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<td>b. Father (or you)</td>
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<td>c. Siblings</td>
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<td>d. Grandmother/</td>
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<tr>
<td>grandfather</td>
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<tr>
<td>e. Aunt/Uncle</td>
<td></td>
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<tr>
<td>f. Cousins</td>
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<td></td>
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<tr>
<td>g. Others</td>
<td></td>
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</tbody>
</table>

6.a. For families where a language other than English is spoken in the home:
How important is it to you that your child continue to speak and learn the language spoken in your home?

6.b. [INTERVIEWER RATING BASED ON RESPONSE GIVEN] 1 = not important, 2 = neutral, 3 = important
7. What special talents or interests does your child have? 
Open-ended____________________________________________________________________________________
(10) Don't know, (11) Refused

8a. Do you and your child have favorite stories, books, and songs that you enjoy together? [closed-ended codes]: (1) YES, (2) NO, (10) Don't know, (11) Refused
8b. IF YES, What are the favorite stories, books, and songs that you enjoy together?
Open-ended____________________________________________________________________________________
(10) Don't know, (11) Refused, (12) Not applicable.

9. What else do you and your child like to do together? 
Open-ended____________________________________________________________________________________
(10) Don't know, (11) Refused

10. What are your hopes and dreams for your child? 
Open-ended____________________________________________________________________________________
(10) Don't know, (11) Refused

11. What specific things would you like your child to learn this year?
Open-ended____________________________________________________________________________________
(10) Don't know, (11) Refused

12.a. Do you have any hobbies or interests that you would like to share with your child’s class? 
(1) YES, (2) NO, (10) Don’t know, (11) Refused
12.b. IF YES, What hobbies and interests would you like to share?
Open-ended____________________________________________________________________________________
(10) Don’t know, (11) Refused, (12) Not applicable

13.a. Would you be interested in volunteering in your child’s class? 
(1) YES, (2) NO, (10) Don’t know, (11) Refused
13.b. IF YES, What types of activities are you interested in?
Other specify___________________________________________________________________________________

SOCIAL SERVICES: 
Do you have need for information or referral to other community resources?_____________________________________
__________________________________________________________________________________________________
Entrevista del Interés y del Lenguaje de la Familia

PRIMER NOMBRE DEL ENCUESTADO/A: _____________________
APellido del encuestado/a: _____________________ Fecha: ________/_________/________

PRIMER NOMBRE DEL NIÑO(A): _____________________________________________
SEGUNDO NOMBRE DEL NIÑO(A): _____________________________________________
APellido del niño(a): _____________________________________________

GÉNERO DEL NIÑO(A): Niño ☐ Niña ☐ Fecha de nacimiento del menor: ________/_________/________

1. ¿Cuáles miembros de la familia viven con usted y su hijo(a)? SELECCIONE TODO LO QUE APLICA: (1) mamá, (2) papá, (3) hermanos(as), (4) abuelos(as), (5) tías/tíos, (6) primos, (7) otros, (10) no sé, (11) niego contestar

2. Cuidador principal significa la persona que pasa más tiempo con el niño(a). El cuidador principal de su niño(a) es su…(1) mamá, (2) papá, (3) abuela, (4) abuelo, (5) tía, (6) tío, (7) hermano(a), o (8) alguien más (especificar __________), (10) no sé, (11) niego contestar SELECCIONE SOLO UNO

3. ¿Qué idioma habla con más frecuencia el cuidador principal de su niño(a)? (Cuidador principal significa la persona que pasa más tiempo con el niño(a)? (10) no sé, (11) niego contestar SELECCIONE SOLO UNO

4. ¿Qué lenguaje aprendió su niño(a) cuando empezó él/ella a hablar? (10) no sé, (11) niego contestar.

5. ¿Me puede decir que lenguaje(s) habla cada persona en el hogar con su niño(a)? [SOLO PREGUNTELE A CADA MIEMBRO DEL HOGAR IDENTIFICADO CON LA PRIMERA PREGUNTA]

<table>
<thead>
<tr>
<th>(N) No es aplicable</th>
<th>(1) Solo inglés</th>
<th>(2) Mayormente inglés, un poco de otro lenguaje (especificar)</th>
<th>(3) Mayormente otro lenguaje (especificar), algo de inglés, un poco de inglés</th>
<th>(4) Solo otro lenguaje (especificar)</th>
<th>(10) No sé; (11) rehusar</th>
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</thead>
<tbody>
<tr>
<td>a. Mamá (o usted)</td>
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<td>b. Papá (o usted)</td>
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<td>C. Hermanos/Hermanas</td>
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<td>d. Abuela/abuelo</td>
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<td>e. Tía/Tío</td>
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<td>f. Primos</td>
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<td>g. Otros</td>
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</table>

6.a. Para las familias donde se habla otro lenguaje aparte de inglés en el hogar:
¿Qué tan importante es para usted que su niño(a) continúe hablando y aprendiendo el lenguaje que se habla en su hogar?

6.b. [CALIFICACIÓN DEL ENTREVISTADOR BASADO EN LA RESPUESTA DADA] 1 = no es importante, 2 = neutral, 3 = importante
(1), (2), (3), (10) no sé, (11) niego contestar; (12) No es aplicable

7. ¿Qué talentos especiales o intereses tiene su niño(a)?

(10) No se, (11) niego contestar
8a. ¿Tiene usted y su niño(a) historias, libros y canciones favoritas que disfrutan juntos? (1) SI, (2) NO, (10) No sé, (11) niego contestar

8b. SI ES SI, ¿Cuáles son las historias, libros, y canciones favoritas que disfrutan juntos?


9. ¿Qué más les gusta hacer a usted y a su niño(a) juntos?

(10) No sé, (11) niego contestar

10. ¿Cuáles son sus anhelos y sueños para su niño(a)?

(10) No sé, (11) niego contestar

11. ¿Qué es lo que específicamente le gustaría a usted que su niño(a) aprenda este año?

(10) No se, (11) niego contestar

12a. ¿Tiene usted algunos pasatiempos o intereses que le gustaría compartir con la clase de su niño(a)?

(1) SI, (2) NO, (10) No sé, (11) niego contestar

12b. SI ES SI, ¿Cuáles pasatiempos o intereses le gustaría compartir?

(10) No sé, (11) niego contestar, (12) No es aplicable

13a. ¿Estaría usted interesado(a) en ser voluntario(a) en la clase de su niño(a)?

(1) SI, (2) NO, (10) No sé, (11) niego contestar

13b. SI ES SI, ¿En qué tipo de actividades está usted interesado(a)?

Otro specifique

SERVICIOS SOCIALES:
¿Necesita información o referencias a otros recursos de la comunidad?? ________________________________
Session 2

1. Agenda
2. PowerPoint
3. Feedback Form
4. POLL-Environmental Supports
5. POLL-Instructional Supports Anchor Text and Vocabulary Selection
Introduction to Personalized Oral Language(s) Learning Strategies (POLL) Professional Development Training

AGENDA

Date:
Location:
Time:

- Registration
- Welcome and Introductions
- Opening Song
- Part 1: Sharing Experiences with the Family Languages and Interest Interview
- Part 2: Introduction to Integrating Home Language Support
- Part 3: Environmental Supports
- Part 4: Introduction to Vocabulary Development and Anchor Text/Anchor Experiences
- Part 3: Next Steps + Feedback
Introduction to Personalized Oral Language(s) Learning (POLL) Strategies

Professional Development
Session 2

Good Morning! ¡Buenos días!
Wonders and Wishes

Please take a moment to write you wonders and wishes on sticky notes and place them on the wall chart.

- What are your questions? Wonderings?
- What do you want to know more about?
I nod my head
yes, yes, yes

I nod my head to
say yes, yes, yes

I shake my head
no, no, no

I shake my head to
say no, no, no
Yes, yes, yes
No, no, no
With my head
I say yes and no

Inclino la cabeza
si, si, si
Inclino la cabeza
digo si, si, si
Sacudo la cabeza
no, no, no

Sacudo la cabeza
digo no, no, no

Si, si, si
No, no, no

Con mi cabeza
digo si y no
Family Language and Interests Interview

Share!
What is working? What are some challenges?

Home Language Support

Given what you know about the children in your care and what you have learned about your children and families...

- What language(s) are represented? (children and staff)
- How do you currently supporting home language in your learning setting?

Share at your tables
Personalizing Instruction
(Espinosa, Oliva-Olson, Magruder, 2010)

A continuum of support for dual language learners

POLL
What is it?

✔ Family Languages and Interests

✔ Environmental Supports

✔ Instructional Supports
Strategic Planning for Early Language Experiences
Implementing Personalized Oral Language Learning (POLL) Strategies to Support Young Children

Environmental Supports

Setting the Stage:
The Classroom Environment

• Sets the stage for active and engaged learning

• Warm, welcoming and inclusive of all students

• Safe, organized, and has clear pathways for movement
What Does it Look Like?

• Active learning experiences where children explore, reflect, interact

• Varied and provides many different ways for children to learn – hands on, small quiet areas, larger spaces for movement and interactions, indoor, outdoor

• Balanced between teacher-led and child-led activities

• Integrated materials based on themes and concepts

• Experiential opportunities to actively explore materials and engage in activities that promote language rich interactions

A Rich Oral Language Classroom...

• Helps children problem solve, plan, and imagine

• Encourages language play

• Encourages dialogue during dramatic play

• Provides for time with children, either one-on-one and/or during small group activities

“Children’s language abilities are enhanced as the quality of conversation and the amount of one-on-one or small group interactions with children increase.”

(National Research Council, 2010.)
Engaging and Interactive

Provider sets up the environment to engage interests

Adults and children learn from each other

Adults provide opportunities to facilitate conversations around interesting topics

Designing the Floor Plan

Design the floor plan to include:

– Large and small group areas

– Interest areas

– Use of space (Quiet, noisier, indoor, outdoor)
Environmental Supports:
Strategically Supporting Learning in All Languages

Environmental Supports...
Visually engaging and interactive...
Environmental Supports...

*Facilitate rich conversations*

![Image of a classroom setting with various learning materials]

Environmental Supports...

*Provide visual information*

![Image of a classroom with colorful storage bins and educational posters]
Environmental Supports...
Value and Support Home Language

Reflect and Share

Using the handout provided, think about your environment

What will you work on to enhance learning opportunities? And why?
• (Examples: set up, materials, labeling)
Reflect and Share

Lesson 6: HMI - Environmental Supports

Planning for the Learning Environment
How can we plan our learning environment based on what we know about the children?

Practical:
Think about your environment.
What will you work on to enhance learning opportunities (set up, materials, labeling)?
Tell some plans.

POLL
What is it?

✓ Family Languages and Interests

✓ Environmental Supports

✓ Instructional Supports
Instructional Supports:
Promoting Vocabulary Development through Anchor Texts/Anchor Experiences

Building a Unit/Theme Starts with a...

BIG IDEA

COMMUNITY
FAMILY
ENVIRONMENTS
RELATIONSHIPS
CULTURE
NATURE
Units of Study/Themes...

- Develop and support the Big Idea
- Are concept and curriculum based
- Are broad topics that can be explored in interconnected ways across disciplines and domains and through themes
- Support project-based learning and outcomes

*Most packaged curriculum is organized by units of study. This is a good place to start.*

Instructional Supports

Intentional Planning + Targeted Strategy Work + Integrated Instruction =

A recipe for effective oral language development

- Anchor Text/Experiences
- Intentional Message  We are going to observe and build a tall structure.
- Songs and Chants
- Gestures/Visual Cues
Anchor Text
Selected to Enhance Vocabulary Development

*Literature selections read repetitively foster vocabulary and concept development through interactive conversations*

Anchor Experiences

For infants and toddlers, vocabulary selection is based on:
• The child’s lead and interests
• What the family has communicated to you
• Concepts and ideas that are being explored
• Moments when the child is deeply focused on something
  – (e.g. lights, teacher’s face, toy)

*Anchor experiences are based on the infant/toddlers’ interests in the moment! These experiences may or may not involve books and written print.*
Anchor Texts/Anchor Experiences

- Rich literature or experience that **anchors** the **big idea, unit of study, and theme**
- **Read** and/or **revisited** over and over
- Thoughtfully selected for **rich content** and **academic vocabulary**
- The **foundation** for **integrated** and **intentional planning**

**tower**

**structure**

**sturdy**

**tall**

**heavy**

**massive**
Vocabulary Development:
Learning New Words can be a Challenge...
In what ways can we help children make meaning?

- So many words – be selective and intentional
- Repetition is key
- Words represent concepts
- Easier  \[ \rightarrow \text{new word + known concept} \]
- Harder \[ \rightarrow \text{new word + new concept} \]

Vocabulary Learning is Incremental
Teaching concepts and new words is never a one time experience, rather a connected and layered approach...

- What structure can you make?
- What did I build? I built a structure.
- A building is a kind of structure.
- A structure is something that we build
- Physical Demonstration
- Verbal Example
- Verbal Meaning
- Word Introduction
- Repetition
Tips to Consider in Anchor Text Planning

- Think about children and family interests
- Bring out the curriculum guides—organize and integrate curricula around big ideas, units of study, and themes
- Look for additional anchor texts and materials to enhance existing curriculum and support the Big Ideas
- Do a “Book Walk”—write down rich and interesting words beyond what might be highlighted in the curriculum
- Use the vocabulary to begin to intentionally plan learning opportunities and activities

Let’s Practice!

At your tables, select a book.

- Do a “Book Walk”
  - *thumb through the book cover to cover, look at the pictures, walk through the concepts first*

- “Book Walk” again. Write down rich and interesting words
  - these may be words that appear on the pages OR words you determine from the pictures
Next Steps at Your Program

• Bring out the curriculum guides OR select a concept/theme - organize and/or integrate curricula around big ideas, units of study, and themes

• Look for additional anchor texts and materials to enhance existing curriculum and support the Big Ideas

• Do a “Book Walk” – write down rich and interesting words beyond what might be highlighted in the curriculum

• Use the vocabulary to begin to intentionally plan learning opportunities and activities
**Language Learning Project**
**Year 1**
**Session # 2 Introduction to Personalized Oral Languages Learner Strategies (POLL)**

### Feedback

**Agency Name:** ___________________________

<table>
<thead>
<tr>
<th>What was your general response to today’s session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Today, what interested me most was ...</td>
</tr>
<tr>
<td>2 The topics or issues that were not clear to me today were ...</td>
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<table>
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<th>Neutral</th>
<th>Well</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3 Sharing Experiences with the Family Languages and Interest Interview</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4 Introduction to Integrating Home Language Support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5 Environmental Supports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>6 Introduction to Vocabulary Development and Anchor Text/Anchor Experiences</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Overall**

| The pace of the session was...                                           | 1         | 2        | 3       | 4    | 5         |

| How could we have improved this session?                                 |           |          |         |      |           |
Session 2: POLL – Environmental Supports

Planning for the Learning Environment

*How can we plan our learning environment based on what we know about the children?*

**Practice!**
Think about your environment.
What will you work on to enhance learning opportunities (set up, materials, labeling)?
List some goals:

---

**Try it Out!**
Take photos of current environment (or before and after photos) to share at Session #3.
POLL – Instructional Supports
Anchor Text and Vocabulary Selection

Let’s Practice!

1. Select a book

2. Do a “Book Walk”
   - Thumb through the book cover to cover, look at the pictures, walk through the concepts first

3. “Book Walk” again - Write down rich and interesting words
   - These may be words that appear on the pages OR words you determine from the pictures

Book Title: ____________________________________________________________

Vocabulary Selection – Create a list:
Session 3

1. Agenda
2. Powerpoint
3. Feedback Form
4. Professional Development Session #3 Planning Sheet
Using Intentional Messages and Songs/Chants
Language Learning Project
Professional Development Training
AGENDA

Date: 
Location: 
Time: 

❖ Registration

❖ Welcome and Introductions

❖ Opening Song

❖ Part 1:
  o Sharing Experiences with Anchor Text/Anchor Experiences
  o Review-Anchor Texts/Anchor Experiences and Vocabulary Development

❖ Part 2:
  o Introduction to Intentional Messages
  o Let’s Practice Creating Intentional Messages

❖ Part 3:
  o Introduction to Songs/Chants
  o Let’s Practice Creating a Song/Chant Based upon Your Anchor Text/Experiences, Selected Vocabulary, Intentional Messages

❖ Part 4: Feedback + Next Steps
Using Intentional Messages and Songs/Chants
Language Learning Project (LLP)
Professional Development
Session 3

Good Morning! ¡Buenos días!
Wonders and Wishes

Please take a moment to write you wonders and wishes on sticky notes and place them on the wall chart.

• What are your questions? Wonderings?
• What do you want to know more about?

Song
Bananas,
Coconuts
and
Grapes

I like 🍌, 🥥, and 🍇

I like 🍌, 🥥, and 🍇

I like 🍌, 🥥, and 🍇
And that’s why they call me

Tarzan of the
Apes

I like 🍌, 🍔, and 🍇

I like 🍌, 🍔, and 🍇

I like 🍌, 🍔, and 🍇
And that’s why they call me

Tarzan of the
Apes

Platanos,
Cocos
y
Uvas
Me gustan 🍌, 🍌, y 🍇.

Me gustan 🍌, 🍌, y 🍇.

Me gustan 🍌, 🍌, y 🍇.

Por eso me llaman

Anna de los monos
Me gustan banana, coconut y grapes.

Me gustan banana, coconut y grapes.

Me gustan banana, coconut y grapes.

Por eso me llaman Anna de los monos.
Me gustan  

Me gustan  

Me gustan  

Por eso me llaman  

Anna de los monos
POLL
What is it?

Family Languages and Interests

Environmental Supports

Instructional Supports

Instructional Supports:
Promoting Vocabulary Development through Anchor Experiences/Anchor Texts
Anchor Texts - Anchor Experiences

How is it going?

Reflect and share at your tables...

In thinking about using Anchor Texts/Anchor Experiences to build vocabulary

1. What have you tried?
2. What is working?
3. What is challenging?

Instructional Supports

Intentional Planning + Targeted Strategy Work + Integrated Instruction =

A recipe for effective oral language development

✓ Anchor Text/Experiences

➔ Intentional Message We are going to observe and build a tall structure.

Songs and Chants

 Gestures/Visual Cues
What is an Intentional Message?

A written or verbal statement, embedded with key vocabulary, that sets the purpose of the learning activity.

We use the intentional message with children to:
- Expose them to rich and interesting words
- Select words that are relevant to their learning experiences
- Map and repeat language for them and with them

Creating an Intentional Message
Enhances Vocabulary Development

Embedded with content vocabulary, this written message sets the purpose of each learning activity.

Today, we are going to observe and build a structure.
The Intentional Message - Examples

Scientists, today we will observe the green, squirmy, caterpillars.

Today explorers, let’s use our fingers to gently touch the flowers and our noses to smell them.

We live in a neighborhood.

What vocabulary might we add to expand this intentional message?
We live in a large neighborhood with houses, families, parks, and trees.

Let’s use our bodies to wiggle, slide, jump, and twist.

An intentional message can be used verbally and physically to support the vocabulary in an activity.
Touch the red and orange leaf...leaf...leaf...

For infants and toddlers, you may want to focus on one word and use it repetitively so the child is hearing that word as they are learning and experiencing it.

Who is in the mirror? That’s Sara, Sara, Sara! Sara is moving and kicking her legs...kick, kick, kick.

Because infants’ movements and routines are often predictable, an intentional message can be used to map language on what the child is experiencing repeatedly.
Let’s Practice!

Using an anchor texts or experience

- Select key vocabulary
- Create 2-3 intentional messages

Instructional Supports

Intentional Planning + Targeted Strategy Work + Integrated Instruction =
A recipe for effective oral language development

- Anchor Text/Experiences
- Intentional Message: We are going to observe and build a tall structure.
- Songs and Chants
- Gestures/Visual Cues
Using Songs/Chants
Enances Vocabulary Development

Academic and content vocabulary are woven into familiar songs and chants to encourage repetition

Open shut them
Open shut them
Give a little clap, clap, clap

Open shut them
Open shut them
Put them in your lap, lap, lap

Build a structure very tall
Build it strong so it won’t fall
Build it strong right at the base
Add more blocks
It needs more space.
Build a structure very tall
Build it strong so it won’t fall!

Sung to the “ABC” song

Instructional Supports
Intentional Planning + Targeted Strategy Work + Integrated Instruction = A recipe for effective oral language development

✓ Anchor Text/Experiences
✓ Intentional Message  We are going to observe and build a tall structure.
✓ Songs and Chants
→ Gestures/Visual Cues
Using Visual Cues/Gestures
Enhances Vocabulary Development

Physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning.

Songs/Chants: Program Examples
Preschool: English

I Have 5 Senses
(tune: BINGO)

I have 5 senses that I use to help me learn each day

sight, hearing, smell, taste, touch, (3 x’s)

I use them every day.

Preschool: Spanish

Tengo 5 Sentidos
(tune: BINGO)

Tengo 5 sentidos que uso para aprender todo el día.

ver, oir, oler, probar, tocar,

Los uso todo el día.
Infant/Toddler

When you **eat** and when you **taste**, use your **tongue**

When you **eat** and when you **taste**, use your **tongue**

When you **eat** and when you **taste**, all the things there are to taste

When you **eat** and when you **taste**, use your **tongue**

---

**Opportunities to Enhance Vocabulary Development Using Songs/Chants...**

- Circle Time
- Mealtime
- Transitions
- Small groups
- Diapering
- Outdoor experience
- Naptime or quiet time
- Home/school activities
Let’s Practice!

- Create a song or a chant from your anchor text/experience, selected vocabulary and intentional message. Be sure to include visual cues/gestures in your song/chant.

- **Use chart paper to share your:**
  1. Anchor text/experience
  2. Selected Vocabulary
  3. Intentional Message
  4. Song or Chant
  5. Visual Cues/Gestures

Share!

Come up and share your...
- Anchor text/experience
- Selected vocabulary
- Intentional message

Teach us your...
- Song or chant with gestures
Supporting Concepts in Home Language

- Introduce new concepts in home language
- Talk about key vocabulary in home language
- Use anchor texts, visuals, materials to pre-view and/or review concepts in home language before or after an activity
- Think about how to integrate home language in intentional messages, songs/chants

Try It Out at Your Site

Thinking about what you’re currently working on in your program...

- Choose a specific anchor text or children’s experience
- Look for the big idea in the text or experience
- Select key vocabulary related to those big ideas
- Use the vocabulary to develop:
  - Intentional messages
  - Songs or chants with gestures
- Look for opportunities to integrate home language
Thank You!
Language Learning Project  
Year 1  
Session # 3 Using Intentional Messages and Songs/Chants  

**Feedback**

Agency Name: _______________________________

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<td>Today, what interested me most was ...</td>
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<td>I would also</td>
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<td>the coach</td>
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<td>2</td>
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<td>5</td>
<td>Introduction to Intentional Message</td>
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<tr>
<td>7</td>
<td>Introduction to Songs/Chants</td>
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<tr>
<td>8</td>
<td>Let’s Practice Creating a Song/Chant Based upon Your Anchor Text/Experiences, Selected Vocabulary, Intentional Messages</td>
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**Overall**

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<td>The pace of the session was...</td>
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<td>10</td>
<td>How could we have improved this session?</td>
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</table>
Language Learning Project – Professional Development Session #3

Anchor Texts/Experiences:

Key Vocabulary:

Intentional Messages:

1.

2.

3.

Song or Chant
Tune:

Use the chart paper to write up your text/experience, vocabulary, intentional message, and song/chant!
Session 4

1. Agenda
2. PowerPoint
3. Feedback Form
4. Planning Tool
5. Planning Tool Sample Moo, Moo Brown Cow
6. Thinking About Language Supports
Supporting Young Children’s Home Language
Language Learning Project
Professional Development Training
AGENDA

Date:
Location:
Time:

❖ Registration
❖ Welcome and Introductions
❖ Opening Song
❖ Part 1: Review of all the POLL Strategies
❖ Part 2: Planning for POLL Using Your Planning Tools and Strategies
❖ Part 3: Supporting Home Language
❖ Part 4: Feedback + Next Steps
Supporting Young Children’s Home Language
Language Learning Project (LLP)

Professional Development Series 2019-2020
Session 4

Good Morning! ¡Buenos días!
Wonders and Wishes

Please take a moment to write you wonders and wishes on sticky notes and place them on the wall chart.

• What are your questions? Wonderings?
• What do you want to know more about?

Song
I Had a Mouse in My House

I had a mouse in my house last night,
in my house last night,
in my house last night

I had a mouse in my house last night,
and this is what it said

Squeak, squeak, squeak, squeak,
squeak, squeak, squeak
Squeak, squeak, squeak
Squeak, squeak, squeak

Squeak, squeak, squeak, squeak,
squeak, squeak, squeak

And that is what it said
I Had a Cow in My House

I had a cow in my house last night,
in my house last night,
in my house last night

I had a cow in my house last night,
and this is what it said

Moo, moo, moo, moo,
moo, moo, moo
Moo, moo, moo
Moo, moo, moo
Moo, moo, moo, moo,
moo, moo, moo, moo

And that is what it said
Había un ratón en mi casa

Había un ratón en mi casa anoche
en mi casa anoche
en mi casa anoche

Había un ratón en mi casa anoche
y esto me dijo

Squeak, squeak, squeak, squeak,
squeak, squeak, squeak
Squeak, squeak, squeak
Squeak, squeak, squeak

Squeak, squeak, squeak, squeak,
squeak, squeak, squeak
Squeak, squeak, squeak

Y esto me dijo
Había un Vaca en Mi Casa

Había una vaca en mi casa anoche
en mi casa anoche
en mi casa anoche

Había una vaca en mi casa anoche
y esto me dijo

Moo, moo, moo, moo,
moo, moo, moo
Moo, moo, moo
Moo, moo, moo
Moo, moo, moo, moo,
moo, moo, moo, moo

Y esto me dijo
Let's Review

POLL: What is it

✓ Family Languages and Interests

✓ Environmental Supports

✓ Instructional Supports

---

Instructional Supports

Intentional Planning + Targeted Strategy Work + Integrated Instruction =

*A recipe for effective oral language development*

⭐ Anchor Text/Experiences

⭐ Intentional Message  We are going to observe and build a tall structure.

⭐ Songs and Chants

⭐ Gestures/Visual Cues
What’s the Big Idea in POLL?

**Support for Oral Language Development**

- POLL provides a set of strategies that *all* ECE staff, monolingual or bilingual, can implement.

- POLL can be used in early childhood education settings with either:
  1. Balanced English and home language development approach
  2. English language development with home language support approach

---

Planning for POLL...

*Using your planning tools and strategies*

Identify theme/big idea, key vocabulary, targeted POLL strategies, and opportunities for language exchanges during activities
Planning for POLL

Implementing strategy work and developing learning activities with POLL in mind start with...

- Intentionality and purpose
- Thoughtful planning
- Reflective practice

Using planning tools can support your work in all three!

Planning for POLL

Theme/Big Idea/Concept

Anchor Texts and Experiences

Key Vocabulary

POLL Strategies

Daily Schedule
Planning Tools

**Anchor Text: Moo, Moo, Brown**

![Image of Moo, Moo, Brown](image)

**Concepts:** animals, mother and babies, counting, descriptive adjectives, comparisons

**Vocabulary:** cow, calf, calves, spotted, sheep, lamb, wooly, pig, piglet, hungry, goat, kids, bleat, frog, froglets, croak, wiggling, pups, yapping, ducklings

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<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Introduced</th>
<th>Notes</th>
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<td>Cow</td>
<td>Vaca</td>
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<tr>
<td>Calf/calves</td>
<td>El becerro, el ternero</td>
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<td>Spotted</td>
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<td>Sheep</td>
<td>La oveja</td>
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<td>Lamb</td>
<td>El corredor, el borrego</td>
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<td>Wooly</td>
<td>Lana gorda, oveja lanuda</td>
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<td>Pig</td>
<td>El cerdo, el jabalí</td>
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<td>Piglet</td>
<td>El cerditillo, el jabalí</td>
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<td>Hungry</td>
<td>hambre</td>
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<td>Goat</td>
<td>La cabra, el cabrito</td>
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<tr>
<td>Kids</td>
<td>La cabra (los), el cabrito (los)</td>
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<td>Bleat</td>
<td>El berrido</td>
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<td>Frog</td>
<td>La rana</td>
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<td>Froglets</td>
<td>Los rana</td>
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<td>Croak</td>
<td>El gorjeo</td>
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<td>Wiggling</td>
<td>Contonear, menear</td>
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<td>Pups</td>
<td>Los cachorros, perros (los)</td>
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<td>Yapping</td>
<td>Ladear, ladear</td>
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<td>Ducklings</td>
<td>Los patos, patitos (los)</td>
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Planning Tools

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<tr>
<th>Week of</th>
<th>Content Area</th>
<th>Foundation/Standard</th>
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<td>Monday</td>
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<td>Visual Cases</td>
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<td>Literacy: Writing:</td>
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<td>Listening:</td>
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<td>Dramatic Play:</td>
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<td>Floor Activities:</td>
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<td>Construction: Science:</td>
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## Planning Tools

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<td>See Attachment C</td>
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<td>Signal/Gestures</td>
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<td>Literacy: Animal Match</td>
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<td>Writing: Animal Family</td>
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<td>Listening: Animal Sound</td>
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<td>Dramatic Play: Puppets</td>
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<td>Floor Activities: Puzzles</td>
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<td>Construction: Build</td>
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<td>Farm scene</td>
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<td>Science: Animal Habitats</td>
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### Reflect, Plan, and Share!

- Take some time to review the planning tools examples. What do you notice?

- Think about your own planning. How might you incorporate planning for POLL opportunities in your weekly planning?

- List 2 next steps you have for integrating POLL into your planning.

- Share with a partner and/or your team.
Questions and Wonderings

Supporting the Home Language
Key considerations to support young children in developing, using, and maintaining home language
The Importance of Home Language Support

Discuss and Share:

*Why is supporting children’s home language in our programs so important?*

---

The Importance of Home Language Support

- Values and honors the child, their heritage, and culture
- Builds relationships, forms a trusted connection
- Helps children feel safe and understood
- Creates a powerful communication highway—an exchange of ideas between adults and children
- Supports concept development and meaning making
- Provides appropriate and accurate use of language through language modeling

*Supporting the languages in your learning setting requires you to be... STRATEGIC! And it begins with identifying your... LANGUAGE MODELS!*
Supporting Home Language Experiences

- Children should see, hear, and speak their home languages throughout the day.

- Children should have access to books and environmental print in their languages all through the learning setting.

- Children should hear the adults around them use key words and phrases in their languages.

“Language Model” - What Does This Mean?

A language model is an adult who uses their “strongest” language to communicate.

“Strongest” language is the language...
- in which you are fluent
- in which you communicate effortlessly
“Language Models” - What Do They Do?

Adults are language models when they use their strongest language to:

- Listen responsively to children
- Extend and expand children’s questions, comments, and curiosities
- Intentionally support concept and vocabulary development
- Engage children in talking about things that are important to them (people, pets, events, personal experiences)
- Start and continue conversations with children about ideas that are of interest to them

The Who...Language Model Resources

Engage Staff, Families and Colleagues

La hamaca

En la hamaca de la vaca
En la hamaca de la vaca
Se meten sus amigos bajo la sombra
Y la hormiga dijo:
¡Siempre cabe un amigo más!
The Who...
*Identifying Language Models*

Think about staff in your program.

Identify staff (language models) for home language support and English

- Who are your language models?
- How do/will you support home language(s) and English?
- What are some challenges?

---

Think About...How You Support Language

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<tr>
<th>Thinking About Language Support</th>
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<tbody>
<tr>
<td><strong>Staff Members/Resources</strong></td>
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<td>Teacher, parent, community,</td>
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<td>volunteer, etc.</td>
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The How: 
Supporting Concepts in Home Language

Language Models can...
- Introduce new concepts in home language
- Talk about key vocabulary in home language
- Use anchor texts, visuals, materials to preview and review concepts in home language before and after an activity
- Think about how to integrate home language in intentional messages, songs/chants

Preview/Review Concepts

Examples:
- Read the anchor text in home language the week or days before it is read in English
- Send the anchor text home in the home language
- Introduce and review targeted vocabulary in hands-on activities using gestures, visual, cues and realia
The When:
Supporting home language throughout the day

Plan times of the day/week when you will preview and support concepts in home language

Examples:
- Small group time
- Centers/Interest Areas
- Routines
- Outdoor Experiences
- Storytime
- Drop off/Pick Up

The What:
Support for Language-rich Experiences

Guidance:
1. Know your resources – identify good language models.
2. Plan your activities.
3. Determine who your language models will be so everyone knows – even the children.
4. Language model use their “assigned” language CONSISTENTLY.
5. If you don’t speak the language(s) of the children, use POLL strategies!
Try it Out!

Discuss at your tables:

1. How do you plan for and support home language(s) in your setting?

2. How do you or will you plan for language models in your learning setting?

3. What do you want to work on?

4. Identify 3 next steps that will help you plan more intentionally for supporting home language(s) and English.

YOU'VE GOT THIS!
Language Learning Project  
Year 1  
Session # 4 Supporting Young Children’s Home Language  

### Feedback

**Agency Name:** _______________________________

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<tr>
<th>What was your general response to today’s session?</th>
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<tr>
<th>To what extent did you find the following topics we discussed today helpful?</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very well</th>
<th>I would also like to discuss this topic further with the coach</th>
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<td>3</td>
<td>Review of all the POLL Strategies</td>
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<td>Planning for POLL Using Your Planning Tools and Strategies</td>
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**Overall**

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<td>6</td>
<td>How could we have improved this session?</td>
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<td><strong>Anchor Book</strong></td>
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<td><strong>Vocabulary</strong></td>
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<td>Vocabulary Imprinting:</td>
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<td>Foundation/Standard: Listening/Speaking 2.0/Reading 1.17</td>
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<tr>
<td>Monday</td>
<td>anchor book</td>
<td>moo, moo brown cow by jakki wood</td>
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<tr>
<td>Tuesday</td>
<td>vocabulary</td>
<td>cow calves (review)</td>
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<tr>
<td>Wednesday</td>
<td>POLL strategies</td>
<td>Intentional Message:</td>
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<tr>
<td>Thursday</td>
<td>Enrichment activities</td>
<td>farm field trip</td>
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<tr>
<td>Friday</td>
<td>centers extension</td>
<td>literacy: animal match</td>
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</table>

### Vocabulary

- **Monday:**
  - **Anchor Book:** Moo, Moo Brown Cow by Jakki Wood
  - **Vocabulary:**
    - Cow calves (review)
    - *Spotted
    - Sheep lambs (review)
    - *woolly
    - Goat kids (review)
    - *bleat
    - Duck ducklings (review)
    - *fluffy
    - Frog froglets (review)
    - *wiggling

- **Tuesday:**
  - **Vocabulary Imprinting:**
    - See Attachment A
  - **Songs/Chants:**
    - See Attachment A
  - **Visual Cues:**
    - Signals/Gestures

- **Wednesday:**
  - **Intentional Message:**
    - In Moo, Moo Brown Cow, let's look closely at the cow and her calf. Is one spotted?
    - Intentional Message:
      - Animals like sheep and lambs have woolly fur.
      - Intentional Message:
        - Animals make different sounds. Let's listen for the sound that the goat makes.
  - **Vocabulary Imprinting:**
    - See Attachment B
  - **Songs/Chants:**
    - See Attachment B
  - **Visual Cues:**
    - Signals/Gestures

- **Thursday:**
  - **Intentional Message:**
    - Intentional Message:
      - Animals make different sounds. Let's listen for the sound that the goat makes.
      - Intentional Message:
        - Birds like ducks have feathers. How do ducklings feathers look and feel?
    - Intentional Message:
      - Why do you imagine that froglets wiggle when they move?
  - **Vocabulary Imprinting:**
    - See Attachment C
  - **Songs/Chants:**
    - See Attachment C
  - **Visual Cues:**
    - Signals/Gestures

- **Friday:**
  - **Intentional Message:**
    - Intentional Message:
      - Why do you imagine that froglets wiggle when they move?
      - Intentional Message:
        - Birds like ducks have feathers. How do ducklings feathers look and feel?
    - Intentional Message:
      - Why do you imagine that froglets wiggle when they move?
  - **Vocabulary Imprinting:**
    - See Attachment D
  - **Songs/Chants:**
    - See Attachment D
  - **Visual Cues:**
    - Signals/Gestures

### Enrichment Activities

- **Monday:**
  - Farm Field Trip
  - Zoo
  - Guest Speakers

- **Tuesday:**
  - Farm Field Trip
  - Zoo
  - Guest Speakers

- **Wednesday:**
  - Farm Field Trip
  - Zoo
  - Guest Speakers

- **Thursday:**
  - Farm Field Trip
  - Zoo
  - Guest Speakers

- **Friday:**
  - Farm Field Trip
  - Zoo
  - Guest Speakers

### Centers Extension

- **Literacy:**
  - Animal Match
  - Animal Family
  - Animal Sounds

- **Writing:**
  - Animal Family
  - Animal Sounds
  - Animal Sounds

- **Listening:**
  - Animal Sounds
  - Animal Sounds
  - Animal Sounds

- **Dramatic Play:**
  - Puppets
  - Puppets
  - Puppets

- **Floor Activities:**
  - Puzzles
  - Puzzles
  - Puzzles

- **Construction:**
  - Build farm scene
  - Build farm scene
  - Build farm scene

- **Science:**
  - Animal Habitats
  - Animal Habitats
  - Animal Habitats

**ESM**
### Thinking About Language Support

<table>
<thead>
<tr>
<th>Staff Members/Resources</th>
<th>Language Model</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Teacher, provider, paraprofessional, volunteer, site staff</td>
<td>What is their strongest language?</td>
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</tbody>
</table>
Session 5

1. Agenda
2. PowerPoint
3. Feedback Form
4. B-I-N-G-O Card
5. Tying it All Together: B-I-N-G-O Caller
6. Tying it All Together: B-I-N-G-O Answer Key
Integrating our Work for All Children/Tying it Together
Language Learning Project
Professional Development Training
AGENDA

Date:  
Location:  
Time:  

❖ Registration  
❖ Welcome and Introductions  
❖ Opening Song  
❖ Part 1: What We Know and What We’ve Learned  
❖ Part 2: Review of Personalized Oral Language(s) Learning (POLL) Strategies  
❖ Part 3: Review of How We Support Home Language  
❖ Part 4: Tying it All Together  
❖ Part 5: Planning Next Steps  
❖ Part 6: Feedback
Integrating our Work for All Children/
Tying it All Together
Language Learning Project (LLP)
Professional Development Series 2019-2020
Session 5

Good Morning! ¡Buenos días!
Wonders and Wishes

Please take a moment to write your wonders and wishes on sticky notes and place them on the wall chart.

- What are your questions? Wonderings?
- What do you want to know more about?
I Am the Conductor

- I am the conductor, I come from early ed
  \emph{i am the conductor, I come from early ed}
- I can play
  \emph{i can play}
- On my piano
  \emph{On my piano}
- Plink, plink, plink ..... 

Yo Soy un Conductor

- Yo soy un conductor, de cuidado de niños
  \emph{Yo soy un conductor, de cuidado de niños}
- Yo puedo tocar
  \emph{Yo puedo tocar}
- Con mi piano
  \emph{Con mi piano}
- Plink, plink, plink .....
Tying it All Together: Supporting Our Young Dual Language Learners

- Two is better than one – earlier is better than later!
- The more opportunities to experience and use language, the richer the learning.

What We Know...

Learning more than one language is a benefit!

Infants have the innate capacity to learn two languages from birth!

Early dual language exposure does not delay development in either language!

Dual language learners need systematic support for their home language while they are acquiring English!

Learning from the family will benefit you and the child!

Teachers and providers don’t have to speak the language of the child to support home language development!
What We’ve Learned

Believe it!

Unless you believe “in your bones” that having a second language in addition to English is a gift, and not a disadvantage, and diversity is a resource, not a problem to be solved, you are likely to respond to Dual Language children in ways that discourage the use of their home language – especially if you are not fluent in the child’s home language.
Rich Language Exchanges Happen...

Throughout the day
Spontaneously and “in the moment”
In response to the child
With good language models

Personalized Oral Language(s) Learning – POLL

Environmental Supports
Family Languages and Interests
Instructional Supports
POLL – Starts with the Family!

How Do We Get to Know Families?
• Family Language(s) and Interests Interview

Environmental Supports:
Strategically Support Learning in All Languages
What We’ve Learned... What We’ve Tried

Family Interview

Anchor Text/Experiences

Vocabulary Development

massive tower

Intentional Messages

Scientists, today we will explore the green, squirmy, caterpillars.

Songs and Chants

Build a structure very tall
Build it strong so it won’t fall
Build it strong right at the base
Add more blocks
It needs more space
Build a structure very tall
Build it strong so it won’t fall!
Song to the “ABC” song

Visual Schedules

Labeling

Integrating POLL

Use your planning tools and strategies to enhance language use

Identify and plan for...

• Theme/Concept/Big idea
• Key vocabulary
• Targeted POLL strategies
• Opportunities for language exchanges during activities
Share with Us!

How is it going using the POLL strategies?

What have you tried out?

What has been the most valuable to you?
Supporting Home Language Experiences

- Children should see, hear, and speak their home languages throughout the day.

- Children should have access to books and environmental print in their languages all through the learning setting.

- Children should hear the adults around them use key words and phrases in their languages.

“Language Model”- What Does This Mean?

A language model is an adult who uses their “strongest” language to communicate.

“Strongest” language is the language...
• in which you are fluent
• in which you communicate effortlessly
Preview/Review Concepts

Examples:
- Read the anchor text in home language the week or days before it is read in English
- Send the anchor text home in the home language
- Introduce and review targeted vocabulary in hands-on activities using gestures, visual cues and realia

The When...
Supporting home language throughout the day

Plan times of the day/week when you will preview and support concepts in home language

Examples:
- Small group time
- Routines
- Storytime
  - Centers/Interest Areas
  - Outdoor Experiences
  - Drop off/Pick Up
Support Language Learning...
During Activities and Routines

Support Language Learning...
During Handwashing

This Is the Way We Wash Our Hands
(Sing to the tune of "Here We Go ’Round the Mulberry Bush")
This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands, every single day.
This is the way we scrub our fingers, scrub our fingers, scrub our fingers,
This is the way we scrub our fingers, every single day.
This is the way we rinse our hands, rinse our hands, rinse our hands,
This is the way we rinse our hands, rinse those germs away!

Good and Clean
(Sing to the tune of "Happy Birthday")
Wash my hands so good and clean
Wash my fingers and in between
Watch the germs all go away
Now they’re clean, I’ll go and play
(repeat)
Share with Us!

How is it going supporting children’s home language?

What have you tried out?

What has been the most valuable to you?

Tying it all together!

**It’s B-I-N-G-O Time!**

At your tables...
- Select a BINGO card
- Cross out your free space
- Listen to the caller read each question
- Find the best answer and cross it out
- When you have crossed out 5 squares in a row, call out BINGO!
Discuss at your tables:

- What do you want to work on?
- Identify 3 next steps that will help you reach your goals.

Thank You!
Language Learning Project  
Year 1 
Session # 5 Integrating our Work for All Children/Tying it All Together  

**Feedback**

Agency Name: _______________________________

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<tr>
<th>What was your general response to today’s session?</th>
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<tr>
<td>1. Today, what interested me most was ...</td>
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<td>2. The topics or issues that were not clear to me today were ...</td>
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<tr>
<th>To what extent did you find the following topics we discussed today helpful?</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very well</th>
<th>I would also like to discuss this topic further with the coach</th>
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<td>5. Review of How We Support Home Language</td>
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<td>6. Tying it All Together</td>
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<td>7. Planning Next Steps</td>
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9. How could we have improved this session?
We Support Young DLLs!

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<td>INTENTIONAL MESSAGE</td>
<td>INTENTIONAL MESSAGE</td>
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</table>
WE SUPPORT YOUNG DLLs! BINGO

On your BINGO card, mark the best answer for each.

1. This is a set of strategies that supports oral language development in English. These strategies include Family Languages and Interests, Environmental supports, and Instructional supports.

2. True or False: Teachers and providers don’t have to speak the language of the child to support home language development.

3. Fill in the phrase: Two is better than one, earlier is better than _______________.

4. This is a tool you can use to guide your conversations with families at any time throughout the year. It will help you gather information about the family and child which will inform your planning.

5. A language model is an adult who uses their ________________ language to communicate.

6. True or False: When a child is crying and upset, you must quickly find someone who speaks their language to soothe them.

7. In your learning setting, you have multiple languages represented and you know that environmental print supports all learners. You have spent time and asked families to help you write words in their languages to place on or by specific items you have around the room.

8. True or False: To support home language, you work with small groups of children to preview anchor texts in the home language, so children are introduced to and familiar with the vocabulary and concepts before they are introduced in English.

9. This is a catchy way for children to hear, use, and repeat key vocabulary at any time of day. Staff spend time selecting vocabulary and matching it to a familiar tune or rhythm. What is...

10. The ___________ ___________ can be written or verbally communicated and uses rich vocabulary that expands on a concept the child or children are exploring.

BONUS:
True or False: When you don’t speak the language of the child, POLL strategies can support the child’s learning in English. It is important, however, that you learn key words in the languages of the children, to bridge concepts and make meaning and to show children and families that learning multiple languages is valued and is an asset.
WE SUPPORT YOUNG DLLs! BINGO

On your BINGO card, mark the best answer for each.

1. This is a set of strategies that supports oral language development in English. These strategies include Family Languages and Interests, Environmental supports, and Instructional supports. POLL

2. True or False: Teachers and providers don’t have to speak the language of the child to support home language development. TRUE

3. Fill in the phrase: Two is better than one, earlier is better than ______________. LATER

4. This is a tool you can use to guide your conversations with families at any time throughout the year. It will help you gather information about the family and child which will inform your planning. FAMILY SURVEY

5. A language model is an adult who uses their _______________ language to communicate. STRONGEST

6. True or False: When a child is crying and upset, you must quickly find someone who speaks their language to soothe them. FALSE

7. In your learning setting, you have multiple languages represented and you know that environmental print supports all learners. You have spent time and asked families to help you write words in their languages to place on or by specific items you have around the room. LABELING

8. True or False: To support home language, you work with small groups of children to preview anchor texts in the home language, so children are introduced to and familiar with the vocabulary and concepts before they are introduced in English. TRUE

9. This is a catchy way for children to hear, use, and repeat key vocabulary at any time of day. Staff spend time selecting vocabulary and matching it to a familiar tune or rhythm. What is… SONG CHANT

10. The ___________ ___________ can be written or verbally communicated and uses rich vocabulary that expands on a concept the child or children are exploring. INTENTIONAL MESSAGE

BONUS:
True or False: When you don’t speak the language of the child, POLL strategies can support the child’s learning in English. It is important, however, that you learn key words in the languages of the children, to bridge concepts and make meaning and to show children and families that learning multiple languages is valued and is an asset. TRUE
SECTION VII

COACHING IN THE LANGUAGE LEARNING PROJECT
In-class support as well as professional development training is crucial in achieving the goals of the Language Learning Project. The coaching model used in the project honors both the coach and the Early Childhood Education (ECE) practitioner in a collaborative relationship that promotes effective implementation of the Personalized Oral Language Learner (POLL) strategies. Ongoing coaching is a pivotal component to support (ECE) practitioners in implementing the content they learned in the professional development sessions to enhance their teaching practices. ECE practitioners who receive ongoing support are better able to implement the content they learned and gain a wealth of knowledge to help children reach their full potential.
**COACH/ECE PRACTITIONER PARTNERSHIP**

Coaches, ECE practitioners, community partners, and program leaders participate in professional development sessions together. Participation of the coach with program participants allows an opportunity to co-learn, collaborate, and reflect on the content presented. Coaches and program leaders follow-up with ECE practitioners on the content presented in the professional development session. This allows the opportunity to strengthen the learning and provide ongoing support on the implementation of the Personalized Oral Language Learner (POLL) strategies.

**COACHING GOALS AND REFLECTION**

This coaching model uses a strength-based approach where all goals are collaboratively established and jointly reported by the ECE practitioner and coach. Currently, communities implementing the learning project have established a schedule that consists of three onsite coaching sessions per month.

Two of these sessions involve participation and engagement within the learning setting, and a third session involving one-on-one reflection on the use of the strategies occurs outside of the learning setting.

**COACHING TOOLS**

The creation of a coaching portfolio for each ECE practitioner has been instrumental in validating their work around the POLL strategies. The following tools are included in each portfolio:

**POLL Strategies Learning Setting Implementation Log**

This log includes pictures, videos, and observational notes collected during the coaching sessions. The log also provides an opportunity to document the conversations held in the reflective one-on-one sessions. The log helps create a concrete record of the practitioner’s growth with the implementation of the POLL strategies. A sample log page can be found on page 219.
The “How is it Going?” Form

This form found on page 20 is used during the one-on-one session with the ECE practitioner to generate goals and reflect specifically around the implementation of the POLL strategies. Here are suggested steps for using the form in reflective sessions:

1. In the first one-on-one session, the coach introduces the “How is it Going Form” with the ECE practitioner.
2. In the ongoing sessions, the coach checks in with the ECE practitioner on how things are going with the implementation of the POLL strategies and any parent engagement activities that have taken place.
3. Coach and ECE practitioner review the goals set from previous one-on-one coaching session.
4. Coach and ECE practitioner review the documentation from the POLL strategies learning setting implementation log.
5. ECE practitioner reflects on their goals and where they are on that specific strategy(ies), deciding if they would like to continue to work on it, modify it, or select a different goal. The ECE practitioner and coach collaborate and generate action steps they plan to use to reach their goal and how the coach can support the ECE practitioner.

Periodic and ongoing review of the portfolio allows the ECE practitioner to see their growth with the implementation of the POLL strategies and goals over time.

BUILDING CAPACITY FOR ONGOING SUPPORT

As programs seek to integrate ongoing coaching support in the implementation of high-quality programming, they must also face both economic and programmatic limitations on the extent of that coaching. As ECE practitioners gain skills in the use of the POLL strategies, they can begin to provide leadership in supporting others in gaining those skills. Both program leaders and ECE practitioners can work together to create opportunities for sharing this knowledge. These opportunities may include classroom visits, teacher-led professional development, mentorships, and professional learning communities.
## POLL STRATEGIES LEARNING SETTING IMPLEMENTATION LOG

Date: 1/10/2020
Classroom: Click or tap here to enter text.
Total Time Observed: Click or tap here to enter text.
Anchor Text: Click or tap here to enter text.
Intentional Message: Click or tap here to enter text.
Center Activities: Click or tap here to enter text.
Songs/Chants: Click or tap here to enter text.
Family/Community Engagement: Click or tap here to enter text.
Key Vocabulary Words: Click or tap here to enter text.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Observation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# HOW IS IT GOING FORM

**Learning Setting** Click or tap here to enter text.
**Date:** 1/10/2020  
**Time:** Click or tap here to enter text.

## POLL Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Where are you at?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Family/Community Engagement</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Environmental Supports</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Instructional Supports</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Home Language Supports</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
</tbody>
</table>

## Instructional Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Where are you at?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Intentional Message</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Anchor Text</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Songs/Chant</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Vocabulary</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
<tr>
<td>☐ Center Extensions</td>
<td>☐ Working on it</td>
</tr>
<tr>
<td>☐ Working on it</td>
<td>☐ On my way</td>
</tr>
<tr>
<td>☐ Got this!</td>
<td></td>
</tr>
</tbody>
</table>

## Notes Between Practitioner and Coach

**What is working?**

**What are the current areas of focus?**

## Action Plan Between Practitioner and Coach

<table>
<thead>
<tr>
<th>Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Parent/Community Engagement</td>
<td>☐ Environmental Supports</td>
</tr>
<tr>
<td>☐ Environmental Supports</td>
<td>☐ Instructional Supports</td>
</tr>
<tr>
<td>☐ Instructional Supports</td>
<td>☐ Home Language Supports</td>
</tr>
</tbody>
</table>

**Got this!** — I use this a lot; it comes naturally now.
**On my way** — I’m using this and I want to do it more often; I want to figure out how to use it to support a certain child or group of children.
**Working on it** — I’m beginning to use this; I could still use some more support.
KEY TAKEAWAYS

1. Relationships at every level, including the local community, the experts, and funders, are the foundation of this project and reflect a parallel process in relationships with staff and families. Good communication, a shared sense of purpose and mutual respect are essential for collaborative initiatives.

2. Certain aspects of implementation are easier than others. For example, strategies around the classroom environment tend to be clearer and more concrete than those involving interactive oral language practices and vocabulary development. Consistent use of evidence-based language strategies requires continuous reflection, assessment, and feedback.

3. Because children need good language models to develop academic language skills in both English and home language for long-term school success, dual language programs need to attend to the quality and quantity of language input in all languages. A process for monitoring the amount of time and quality of language usage in each language needs to be developed.

4. Through this project, many of the staff in our community shared their own experiences as Dual Language Learners and used these experiences to both inform their work with children and enrich their interactions with families around beliefs and practices. Their openness in sharing these experiences was a rich source of learning for our monolingual English speaking staff as well.

5. Increased public awareness around the value and benefits of speaking more than one language provided positive momentum for this project and opened doors for staff to embrace changes in pedagogy based on current research.

6. As is typical in most communities, there were numerous leadership changes amongst participating agencies. Because of the organizational structure of the project with multiple agencies and multi-level participation from each agency, there was a shared sense of responsibility for continuity of the project through leadership transitions.

7. Finally, while there was a great sense of pride in the success of the project, there was also a shared acknowledgement of the need to improve and continue to learn together.
SECTION IX

ADDITIONAL RESOURCES
Dual Language Learner Supports for Early Learning Settings

Written by Carola Oliva-Olson, Linda M. Espinosa, Marlene Zepeda, Verónica Fernandez, and Anna Arambula-Gonzalez (2020)

Early childhood educators understand that oral language development is a critical component of later reading success. How can they personalize oral language experiences for children, especially dual language learners? How can they expand and enrich what they teach and, at the same time, give children multiple opportunities throughout the day to practice? What strategies can they use consistently, as part of the daily routine, to broaden and enhance oral language development? What should these enhancements be and how can we integrate them into the intentionally planned learning experiences?

Purpose

The Dual Language Learner Supports for Early Learning Settings is a tool that early childhood educators can use to support their professional learning. Early childhood educators include lead teachers, assistant teachers, family childcare providers, and coaches working with early childhood educators. The tool is made up of two parts: Dual Language Learner Supports for Preschool Settings and Dual Language Learner Supports for Infant and Toddler Settings.

This tool enables all early childhood educators, including those who are monolingual speakers, to self-reflect on the unique teaching practices needed to fully support each child who is a dual language learner (DLL). As early childhood educators individualize their teaching, they incorporate the Personalized Oral Language Learning (POLL) strategies to effectively engage DLLs in all of the learning activities.

This engagement is not dependent on the educator’s language background but on the systematic implementation of all POLL strategies. POLL is a comprehensive approach to systematically and fully support each DLL child; therefore, all strategies provided in the tool must be taken into account. Only then, do all DLL children receive the supports needed to fully engage and participate in the intentionally planned and spontaneous learning experiences.
How to Use This Tool

Early childhood educators should start their first self-reflection when they complete the training and begin the process of implementation. The tool’s focus on self-reflection is intended to guide the implementation of new or enhanced teaching practices and ensure optimal learning experiences for DLLs.

Early childhood educators should begin their self-reflection by completing the informational page and then addressing the strategies in the following order:

1. Family Supports
2. Environmental Supports
3. Instructional Supports
4. Effective Oral Language Interactions
5. Assessment of Language Development

Early childhood educators can use their self-rating upon completion of their reflection to guide conversations with their coaches, engage in communities of practice, and select professional development opportunities tailored to their desired areas of strength and enhancement.
**Dual Language Learner Supports for Preschool Settings**

The Dual Language Learner Supports for Preschool Settings is intended for preschool educators to review their instructional practices, identify strengths, and plan for next steps for full implementation of research-based strategies that support individual children who are dual language learners (DLLs) from age three to five. Specifically, this part of the tool helps identify essential teaching practices that support the comprehension and development of the home language and English. The overall goal is for early childhood educators to systematically incorporate curricular adaptations, modifications, and enhancements to ensure DLL children have full access and effective participation in all of the daily learning experiences, whether planned or spontaneous.

Reflection completed by: Click or tap here to enter text. Date: Click or tap to enter a date.

Program: Click or tap here to enter text. Age group: Click or tap here to enter text.

Full day? ☐ YES ☐ NO

<table>
<thead>
<tr>
<th>Lead Teacher Language(s)</th>
<th>Assistant Teacher Language(s)</th>
<th>Total Number of DLLs</th>
<th>Children’s Home Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
<td>Click or tap here to enter text.</td>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

**Language of Instruction**

<table>
<thead>
<tr>
<th>☐ Balanced (50/50)</th>
<th>☐ English with Home Language Support</th>
<th>☐ Home Language with Consistent Introduction of English</th>
<th>Describe language use during the day (times, teachers, DLL children):</th>
<th>Curriculum:</th>
<th>Assessments:</th>
</tr>
</thead>
</table>
## Personalized Oral Language Learning (POLL) Strategies

### Family Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood educators meet with families using the Family Language and Cultural Interview to learn about the child’s language experiences and cultural background.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators share with families the benefits of bilingualism and the importance of using the home language for everyday interactions.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators display on a Family Board the theme, storybook, songs, chants, and vocabulary words for families to share and discuss with their children in their home language.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators ask families for support with translating commonly used words, vocabulary words, and/or concepts in their home language.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators invite parents/family members to volunteer to read books, sing songs, facilitate a group activity in their home language.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators reassure parents that children with special needs benefit from having a strong home language foundation.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
</tbody>
</table>
Environmental Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>The daily schedule includes visuals and print with English and home languages that show the activities of the day.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Print is written in all the home languages of the children and is given a color code.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Family photos, visuals, books, materials, and artifacts reflect children’s personal experiences and cultural and linguistic background.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Children have access to cozy areas during the day.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators ensure that the environment is well-equipped with a balanced amount of stimulation to promote rich home and English language interactions.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators reinforce target vocabulary by integrating it into the environment.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
</tbody>
</table>
### Instructional Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor book:</strong> Early childhood educators intentionally select a picture book to introduce new vocabulary and learn new concepts.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Early childhood educators introduce three to five words per week.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td><strong>Intentional message:</strong> Early childhood educators write a message to set the purpose of each lesson (new concepts and vocabulary).</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td><strong>Chants/songs:</strong> Early childhood educators use songs, poems, and chants that include targeted vocabulary to help children practice new words.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
</tbody>
</table>
### Effective Oral Language Interactions

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood educators use movement, gestures, photographs, and props.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators’ language exchanges build on each child’s language</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>level (English/home language) to expand and elaborate on their comments and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early childhood educators have frequent and long conversations (English/home</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>language) that contain adverbs, adjectives, and more complex vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early childhood educators point out similarities and differences in all</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>languages (bridging).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Assessment of Language Development

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing assessment of children takes place in both languages (English and home language) to monitor each child’s progress in language and literacy.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>When appropriate, early childhood educators reach out to families and/or staff for support when assessing a child in their home language.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators have a screening process to identify when children need to be referred for further in-depth evaluation.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
</tbody>
</table>
Dual Language Learner Supports for Infant and Toddler Settings

The Dual Language Learner Supports for Infant and Toddler Settings is intended for infant/toddler educators to review their instructional practices, identify strengths, and plan for next steps for full implementation of research-based strategies that support individual children who are dual language learners (DLLs) from birth to age three. Specifically, this part of the tool helps identify teaching practices that support comprehension and the development of the home language, while gradually learning English. The overall goal is for early childhood educators to systematically incorporate curricular adaptations, modifications, and enhancements to ensure DLL children have full access and effective participation in all of the daily learning experiences, whether planned or spontaneous.

Quality assessment completed by: Click or tap here to enter text. Date: Click or tap to enter a date.

Program: Click or tap here to enter text. Early learning setting: Click or tap here to enter text.

Full day? ☐ YES ☐ NO

<table>
<thead>
<tr>
<th>Lead Teacher Language(s)</th>
<th>Assistant Teacher Language(s)</th>
<th>Total Number of DLLs</th>
<th>Children’s Home Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
<td>Click or tap here to enter text. Click or tap here to enter text.</td>
<td>Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

Language of Instruction

☐ Home Language with Consistent Introduction of English
☐ Other: Please describe:
Click or tap here to enter text.

Describe language use during the day (times, teachers, DLL children):
Click or tap here to enter text.

Curriculum:
Click or tap here to enter text.

Assessments:
Click or tap here to enter text.
## Personalized Oral Language Learning (POLL) Strategies

### Family Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are not sure what this is, or it is not applicable</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>We are looking into how this looks in our program</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are beginning to do this in our program</td>
<td>☐ Integrating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We feel very comfortable doing this and do it with every child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Early childhood educators meet with families using the Family Language and Cultural Interview to learn about the child’s language experiences and cultural background.
- Early childhood educators share with families the benefits of bilingualism and the importance of using the home language for everyday interactions.
- Early childhood educators display on a Family Board the theme, storybook, songs, chants, and words for families to share and discuss with their children in their home language.
- Early childhood educators ask families for support with translating commonly used words, vocabulary words, and/or concepts in their home language.
- Early childhood educators invite parents/family members to volunteer to read books, sing songs, facilitate a small group activity in their home language.
- Early childhood educators reassure parents that children with special needs benefit from having a strong home language foundation.
### Environmental Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>The daily schedule includes visuals and print with English and home languages that show the activities of the day.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Print displays are written in all the home languages of the children and are given a color code.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Family photos, visuals, books, materials, and artifacts reflect children’s personal experiences and cultural and linguistic background.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Children have access to cozy areas during the day.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators ensure the environments is well-equipped with the appropriate amount of stimulation to promote rich home and English language interactions.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
</tbody>
</table>
### Instructional Supports

<table>
<thead>
<tr>
<th>Rubric Definition</th>
<th>Undecided</th>
<th>Evolving</th>
<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undecided</strong></td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td><strong>Evolving</strong></td>
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<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td><strong>Integrating</strong></td>
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<td>☐ Evolving</td>
<td>☐ Integrating</td>
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</tr>
<tr>
<td><strong>Implementing Consistently</strong></td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
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</tr>
</tbody>
</table>

**Book experiences:** Picture books are selected intentionally and used to introduce new vocabulary based on the interests of the children.

**Intentional message:** A written, and verbal message is shared, using pictures, to set the purpose of each experience and build new concepts and vocabulary (e.g., "Today, we are going to learn about different feelings").

**Vocabulary:** Early childhood educators introduce one to two words per week using movement, gestures, photographs, and props.

**Chants/songs:** Early childhood educators use songs, poems, and chants that include targeted vocabulary using gestures/movement (Total Physical Response).
### Effective Oral Language Interactions

<table>
<thead>
<tr>
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<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood educators provide warm and responsive interactions while modeling rich language use.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators constantly use target vocabulary, during diapering, mealtimes, before/after nap time and other activities, to describe what the child is doing in the moment to support language (e.g., “I see you are tapping the mirror, tap, tap, tap”).</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
<td>☐ Implementing with Consistency</td>
</tr>
<tr>
<td>Early childhood educators build on children’s level of English and home language comprehension by expanding and elaborating on their comments and interests.</td>
<td>☐ Undecided or not applicable</td>
<td>☐ Evolving</td>
<td>☐ Integrating</td>
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</tbody>
</table>
## Assessment of Language Development

<table>
<thead>
<tr>
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<th>Integrating</th>
<th>Implementing Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We are not sure what this is, or it is not applicable</td>
<td>We are looking into how this looks in our program</td>
<td>We are beginning to do this in our program</td>
<td>We feel very comfortable doing this and do it with every DLL child</td>
</tr>
</tbody>
</table>

Children are assessed in both languages (English and home language) to check for children’s language and literacy development.

- **Undecided or not applicable**
- **Evolving**
- **Integrating**
- **Implementing with Consistency**

When appropriate, early childhood educators reach out to families and/or staff for support when assessing a child in their home language.

- **Undecided or not applicable**
- **Evolving**
- **Integrating**
- **Implementing with Consistency**
Visit pollstrategies.org for an immersive platform with videos perfect for training workshops or individual practitioner exploration.

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- Experiences from educators about how the POLL Strategies changed their classroom
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