## The Right Stuff
### Resources to Help Realize the Promise of Each Vermont Child

VERMONT
**AGENCY OF EDUCATION**
VERMONT EARLY LEARNING STANDARDS

# SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG CHILDREN WHO ARE DUAL LANGUAGE LEARNERS (DLLs)

## Evidence Sources

### America's Hispanic Children: Gaining Ground, Looking Forward (0-9)

This report presents a rich and nuanced statistical portrait of America's Latino children, drawn from the latest nationally representative data. Some facets will be familiar, others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations.

### Bilingual Boost (0-9)

This Scientific American article highlights research that documents that speaking a second language may give low income children and cognitive and developmental boost.

### The Changing Geography of Hispanic Children and Families (0-9)

The brief reviews the changing geography of Hispanics in the US and the key demographic drivers of these changes.

### Childhood, Culture and Creativity: A Literature Review (0-9)

Using the new sociology of childhood as a theoretical framework, this literature review synthesizes the research on childhood, culture and creativity. More specifically, this review examines the relationships between culture and creativity and the areas of play, multimodal communication, and new technologies for young children.

### Cognitive Development of Young Dual Language Learners: A Critical Review of the Research (0-6)

The purpose of this critical review was to synthesize the existing research on cognitive development in children who are dual language learners and to identify the gaps and methodological concerns present in the existing research.

### The Development and Home Environments of Low-Income Hispanic Children: Kindergarten - Third Grade (5-9)

This September 2017 brief looks at the home and school environment of low-income Latino children and finds that they have the social skills needed to succeed in their early elementary years, yet struggle to overcome other challenges (e.g., less engagement in cognitively stimulating activities at home, low income and levels of parental education) to develop academic skills on par with their white peers. The research helps pinpoint where interventions might promote academic success.

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### Dual Language Learner Teacher Competencies (DLLTC) Report (3-5)

This report thoroughly and thoughtfully lays out the competencies needed by teachers to work effectively with young children who are dual language learners.

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### English Learner Tool Kit (3-9)

The tool kit is designed to help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to English Learners (Els) and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards. Each chapter provides (1) explanations of the civil rights and other legal obligations to ELs; (2) checklists SEAs, LEAs, and schools can use as self-monitoring tools; (3) sample tools that may be used or adapted to aid with compliance; and (4) additional resources that may provide further relevant information and assistance.

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### Federal Guidance - English Language Learners (3-9)

This is a September 2016 collection of non-regulatory guidance that has been released to help States, school districts, and schools provide effective services that improve the language proficiency and academic achievement of English language learners through Title III, as amended by the Every Student Succeeds Act (ESSA).

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### Identifying Young Dual Language Learners: State Policies, Home Language Surveys, and Language Proficiency Assessments (0-5)

This brief summarizes answers to the following questions: How are states identifying and assessing young DLLs? What policies and practices are in place? What assessment measures are appropriate and effective? It examines state policies requiring the identification of DLLs in Pre-K and reviews practices in home language surveys and language assessments.

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## Intersecting Inequalities: Research to Reduce Inequality for Immigrant-Origin Children and Youth (0-9)

This [synthesis](#) explores how inequality plays out along these six dimensions of disadvantage particular to immigrant-origin families, outlines how developments in educational and family contexts can alleviate unequal outcomes and opportunities, and introduces four broad areas of future research that may inform policies, programs, and practices to reduce inequality for immigrant-origin children and youth.

## Multilingual Children Beyond Myths and Toward Best Practices (0-9)

This [compilation](#) presents an array of practices, programs and policies that can support families and children to maintain their home language and subsequently their culture.

## Opportunities & Policies for Young Dual Language Learners (3-5)

This [policy brief documents](#) English and in [Spanish](#) the lack of information available on children who are dual language learners being served and makes recommendations for changes in the policies that support them in state-funded preschool.

## Perspectives on Assessment of DLLs Development & Learning, PreK-Third Grade (3-9)

The [Perspective on Assessment](#) shows the chronic academic underachievement of the DLL population across the nation, and their lower school readiness scores in mathematics and literacy at kindergarten entry clearly reveal the need for more effective assessment approaches that are linked to improved instruction for young DLLs. Linda Espinosa's 2016 paper is organized around the following questions: 1) What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? 2) What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)? 3) What technical considerations are required for testing DLLs? 4) What do teachers need to know about the valid assessment of young DLLs?

## Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs (0-5)

This [joint policy statement](#) from the US Departments of Health and Human Services and Education was created to support early childhood programs and States by providing recommendations that promote the development and learning of young children, birth to age

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five, who are dual language learners (DLLs). The document describes specific challenges in policies and practices and makes recommendations to states.

## A Portrait of Latino Fathers: Strengths and Challenges (0-9)

Using analyses of nationally representative data about Latino fathers, this research brief presents key socio-demographic information, such as fathers' educational attainment and residential, marital, and employment status, because these characteristics have been linked to father engagement and child well-being in previous studies.

## PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the 2008 Report (3-9)

This brief presents 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 and our support for young DLLs.

## Promoting the Educational Success of Children and Youth Learning English: Promising Futures (0-9)

The committee that was responsible for this report was charged with answering fifteen questions across two areas of focus: 1) children birth to 8 years old who are dual language learners (DLLs) and 2) children in K–12 schools who are DLLs. For instance, the committee was asked, "What are the roles of languages, culture, and cultural identity in the development of young children who are English Language Learners (ELLs)/DLLs?" and "What strategies and practices show evidence of supporting optimal transitions establishing a learning progression in a continuum of education for young ELLs/DLLs from birth through third grade (i.e., between home, early childhood education and care settings, pre-K, kindergarten, and through third grade)?"

## Research Based on Best Practices for DLLs in PreK-3rd Grade: Instructional Strategies and Language of Instruction (3-9)

This paper discusses the knowledge based needed to provide high quality education to this diverse group of children during the critical early years of schooling (Pre-K to third grade). Developmental and contextual considerations when designing instruction for children who are dual language learners are discussed. Research-based instructional strategies and language of instruction approaches for the education of children who are dual language learners PreK-3rd grade are described, followed by a discussion of instructional approaches in multilingual classrooms.

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### Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education (0-9)

NAEYC's [position statement (English)](#) and [Spanish](#) describes children who are linguistically and culturally diverse and outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for preparing professionals, and programs and practice.

### Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice (0-9)

This [position statement](#) addresses the implications of culturally and linguistically responsive practices, particularly for children with or at risk for disabilities and their families.

### The State of Young Hispanic Children (0-9)

This [fact sheet](#) includes information about demographics, education, the family, and the health of Hispanic children.

### Supporting a Diverse Early Childhood Workforce for Dual Language Learners (0-8)

This [May 2018 policy brief](#), issued by the National Association of State Broads of Education, addresses how policy makers and other stakeholders in early childhood education can support children who are dual language learners by promoting a diverse workforce. Statistics, recommendations, and state examples are provided.

### Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities (3-5)

This [brief](#) highlights findings from six studies on evidence-based practices for engaging effective family/caregiver involvement to support literacy for young children from diverse backgrounds, languages, and abilities.

### Unlocking Learning: Science as a Lever for English Learner Equity (5-9)

Based on [in-depth interviews](#) and featuring real world examples of high-performing schools, high-quality professional development, and innovative classroom practices, this publication lays out a blueprint for increasing access and achievement in science for California's 1.37 million English learners. Key takeaways of the report include: 1) Research shows that weaving together science and language development can increase students' academic performance in

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reading, writing, and science simultaneously; and 2) Some promising practices are resulting in achievement levels that are double and even triple the state average for English learners who met or exceeded proficiency.

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## What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families (0-9)

This paper discusses issues commonly faced by second-language learners. It also describes the process of second language acquisition and provides ways in which this learning can be supported in the classroom and with parents.

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## Where We Stand on Assessing Young English Language Learners (0-9)

The recommendations in this synthesis (English) and in Spanish, along with specific indicators of effective practice, are intended to help policy makers, program administrators, teachers, and others improve screening and assessment practices for young DLLs.

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## Where We Stand on Responding to Linguistic and Cultural Diversity (0-9)

NAEYC's document summarizes recommendations for early childhood programs in working with families and children from linguistically and culturally diverse background, as well as recommendations for preparing early childhood professionals.

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## Print Sources

## America's Languages: Investing in Language Education for the 21st Century (0-9)

In response to a bipartisan request from Congress, the American Academy of Arts and Sciences; Commission on Language Learning was tasked with finding the answers to the following questions: How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning? In addition to findings and recommendations, this document paints a picture of who America's language learners are and how best to support the full potential of each of them.

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### Anhelos y Logros [Aspirations and Achievements] (5-9)

This is a [Spanish-language publication](#) aimed at parents of dual language K-3 grade children that supports parents role as partners and advocates in education; this includes information about learning goals for each grade, how to establish study habits and home and how to collaborate with educators and schools to boost learning and achievement in K-3 children.

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### Assessing Classroom Quality in Settings Serving Young Dual Language Learners (3-5)

This [review](#) examined various measures of classroom or childcare setting quality with predominantly Spanish speaking child populations and concluded that the currently used ECE classroom quality assessments operate similarly for DLLs and children who are monolingual English speakers.

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### The Brain Science of Bilingualism (0-2)

Studies show that the infant brain is adept at learning two languages and that infancy and early childhood represent the best possible time to do so. This [article](#) explains why babies are so good at language learning.

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### Challenging Common Myths About Young English Language Learners (3-9)

In this [article](#), Linda Espinosa addresses six common myths about the language development of young English language by providing evidence to refute each one.

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### Chaos for Dual Language Learners: An Examination of State Policies for Exiting Children from Language Services in the PreK-3rd Grades (3-9)

This [report](#) examines of state policies for exiting children from language services in the PreK-3rd grades and offers guidance on developing policies and practices that are more supportive of children and families.

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### Child Care Experiences Among Dual Language Learners in the United States (0-5)

This 2017 [article](#) reports how nationally representative data from the Early Childhood Longitudinal Study-Birth Cohort to examine child care experiences of children who are dual language learners (DLLs). After accounting for demographic and contextual factors, the results showed few differences in the quality and type of child care experienced by DLL children and

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non-DLL children. The findings underscore the importance of distinguishing among socioeconomic status, ethnicity, country of origin, and other factors when looking at the child care experiences of dual language learners.

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## Code Switching: Why it Matters and How to Respond (0-5)

This workbook in English and in Spanish is designed to assist programs to understand code switching by children and teachers and identify and implement effective program policies and practices that promote children's development and school readiness.

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## The Cognitive Consequences of Early Bilingualism (0-3)

The author of this Zero to Three article explores how the findings about cognitive flexibility among bilinguals are critical issues for classroom learning. The study of bilingual children shows that learning and using two languages may affect fundamental aspects of cognitive and neural development that influence how knowledge is acquired and used. The positive effects of bilingualism are seen most profoundly in what are known as executive function or self-control tasks, and in how the knowledge that young bilingual speakers have in one language is transferred to the other language.

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## Cultural Influences on Early Language and Literacy Teaching Practices (0-3)

This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds.

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## Defining and Measuring Quality in Early Childhood Practices that Promote Dual Language Learners' Development and Learning (0-5)

This chapter discusses important considerations for the development of measures of quality practices to promote development for children who are dual language learner. This includes early bilingual development and how it affects children's cognitive, language, literacy, and social-emotional development, the elements of high-quality early education for DLLs, and quality measures that assess the quality of practices to promote development and learning in DLLs.

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### The Development and Early Home Experiences of Young Latino Boys (0-5)

This [brief](#) compares the development and early home environment of Latino boys to those of two peer groups—white boys and Latina girls—from birth to kindergarten entry. These two comparisons were chosen to understand how Latino boys' early development differs across ethnicity (compared to white boys, holding gender constant) and across gender (compared to Latina girls, holding ethnicity constant). The early childhood period is a time when children develop the foundational cognitive, language, and socio-emotional skills they need for formal schooling and for later life success; thus, home and family experiences during this early period tend to have long-lasting effects on children. Understanding the nature of differences in development and early home environment can inspire interventions that would help Latino boys thrive.

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### Dual Language Learners in Early Care and Education Settings (0-3)

This [compact article](#) offers practice tips for language development, language mixing, supporting home language, and developing relationships, expressed in terms of what families and professionals can do.

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### Dual Language Learners with Challenging Behavior (0-5)

Children communicate so much through their behavior. Teachers and caregivers will find this [article](#) useful in identifying strategies for working with children who are dual language learners and exhibit challenging behaviors.

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### Dual Language Learning: What Does It Take? (0-5)

Following a project that assessed program needs, opportunities, and barriers and gathered resources and innovative programming ideas, this [document](#) was assembled to summarize recommendations and suggestions from the field.

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### Encouraging the Development and Achievement of Dual Language Learners in Early Childhood (0-5)

This [article](#) in the fall 2018 issue of American Educator discusses an emerging consensus on effective teaching of DLLs in early childhood with an underlying principle that young children need both systematic exposures to English and ongoing support for home language maintenance and development. The study author reviews recent research that has identified certain ECE program features and instructional practices promoting school readiness and future

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success and helping reduce achievement gaps between DLLs and their English-only peers at kindergarten entry. The article shares a finding emphasizing that ECE programs should intentionally use both languages—the child's home language and English—to promote high levels of proficiency in both, a characteristic that carries linguistic and cognitive advantages and is valuable in later school and life. However, the practical implications of implementing a balanced approach to early bilingualism contain many challenges, the author suggests, and these are also presented.

## Growing Superdiversity Among Young U. S. Dual Language Learners and Its Implications (0-5)

This [February 2018 report](#) explores the superdiversity of culture and language growing among U.S. families of young children and raises concerns for how early education programs can possibly meet their needs. "Little research to date has focused on effective approaches for multilingual and multicultural early childhood classrooms and programs." This means that many communities are operating with very little guidance (if any) on effective practices for advancing cognitive and social-emotional development in non-English speakers. Recommendations, data tables and references are also provided.

## Importance of Home Language Series (0-5)

This [series of handouts](#) is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.

## The Language of the Classroom: Dual Language Learners in Head Start, Public and Private Preschool Programs (3-5)

This [report](#) examines how teachers in different program types—Head Start, public pre-K, and private preschool—use English and their students' home languages to support their linguistic, academic, and socioemotional development. It draws on interviews with teachers and program directors, family surveys, and classroom observations to explore when and how educators chose to use these languages, both with DLL children and their families. The report offers recommendations that decisionmakers at all levels can use to better support DLLs.

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### The Lasting Impact of Mispronouncing Students' Names (3-9)

Taking the attendance at the beginning of class may seem a routine if not mundane task to many educators. But to students, their name can be a powerful link to their identity. This article shares insights and suggestions on this topic.

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### The Language of the Classroom: Dual Language Learners in Head Start, Public Pre-K, and Private Preschool Programs (3-5)

This report examines how teachers in different program types use English and their students' home languages to support their linguistic, academic, and socioemotional development. It draws on interviews with teachers and program directors, family surveys, and classroom observations to explore when and how educators chose to use these languages, both with DLL children and their families. Even in cases where the teachers in this study did not speak the home languages of their students, the authors found that many made a point to include them in morning messages or greeting routines, or to invite family members into the class for certain activities. As federal, state, and program policies also shape the linguistic environment in preschool classrooms, the report offers recommendations that decisionmakers at all levels can use to better support DLLs.

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### Making Math Count More for Young Latino Children (4-6)

This 2017 report finds that Latino kindergartners' early math skills lag behind those of white kindergartners at the beginning of school - a disparity that is likely to persist or increase over time without intervention. The report discusses the implications of these findings and offers a number of research-based recommendations to address the issue.

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### Many Languages, One Classroom: Supporting Children in Superdiverse Classrooms

This classic article from Young Children has recently been updated to expand the strategies for fully supporting young children who are dual language learners in attaining full bilingualism.

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### Practical and Proven Strategies for Teaching Young Dual Language Learners (3-5)

This chapter covers the components of research-based best practices for young children who are dual language learners (DLLs), the specific instructional enhancements that promote oral language development based on the POLL approach, how to conduct observational assessments and use assessment data for instructional planning, and effective outreach activities for engaging the families of young dual language families.

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## Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide (3-5)

This resource provides the knowledge, practices, and tools to educate preschool English learners most effectively.

## Promoting the Educational Success of Young Children and Youth Learning English (0-9)

This toolkit, designed for practitioners who work with children in grade 5 and younger, is based on a report from the National Academies, Engineering, and Medicine, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* (2017). It examines what research evidence reveals about learning English from early childhood through high school and identifies effective practices for educators to use. Chapter 10 of this publication focuses on focuses specifically on what is known about supporting young dual language learners with disabilities, including evidence-based and promising practices to support their learning and development.

## Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families (3-9)

This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as relevant demographic and socio-economic characteristics of immigrant families that can influence children's participation in early learning programs. It then discusses policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs and proposes areas for additional research.

## Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade (3-9)

This paper provides a foundational understanding on children who are dual language learners, current research on the development of DLLs, and the cognitive benefits of being bilingual. Suggestions are given on how research can influence DLL initiatives, and how to coordinate policies and practices to better support the learning of DLLs.

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## The Rising Focus on ELLs in the Early Years (0-8)

This article summarizes and provides links to 13 resources with information on how early childhood programs and professionals can support young children who are DLLs.

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## Same, Different and Diverse: Understanding Children Who Are Dual Language Learners (0-5)

The intent of this publication is to help educators to understand each child's unique characteristics and needs.

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## Screening DLLs in Early Head Start and Head Start: A Guide for Program Leaders (0-5)

This guide reviews current understandings of the development and importance of screening in supporting DLLs. It includes tools that can help Head Start and Early Head Start program leaders make informed and intentional decisions about selecting valid screening instruments and implementing high-quality screening practices for young DLLs. This is helpful when valid screening tools are not available in the languages of the children being served. While the emphasis in this publication is Head Start and Early Head Start, the content has broader applicability and relevance.

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## Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Language (0-5)

While no educator can possibly speak all the languages children and families do, any educator can use effective practices to support children with home languages other than English. Each of these 2-4-page, formatted handouts offer evidence-based practices for supporting infants, toddlers, young children, and families.

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## Storybook Reading for Young Dual Language Learners (3-5)

This article explains the importance of storybook reading for children who are dual language learners and offers strategies for implementing these in the classroom. An example of a storybook reading lesson plan is provided at the end.

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### Strategies for Supporting All Dual Language Learners (0-5)

In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances, suitable for use in teaching and training.

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### Supporting Language: Culturally Rich Dramatic Play (3-5)

This article provides ideas for planning language-rich environments that help dual language learners (in this case, emergent Spanish/English bilinguals) develop communication skills.

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### Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Life Success (0-8)

This paper provides a general overview of research that can inform policies and practices aimed at building the capacity of early care and education programs to promote parent engagement in linguistically diverse families.

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### Tools and Resources for Ensuring Meaningful Communication with Limited English Proficient Parents

This 2016 publication highlights tools and evidence-based practices for building partnerships with family members in ways that support both diverse cultures and languages.

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### Understanding the Impact of Language Differences on Classroom Behavior (0-5)

This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child's strengths and needs. Suggestions for teachers and other caregivers are provided.

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### Unlocking Learning: Science as a Lever for English Learner Equity (5-9)

This January 2017 report lays out a blueprint for increasing access and achievement in science for young English learners. The report concludes with district-level and state-level recommendations, along with a series of questions for community stakeholders to ask in their advocacy for closing English learner achievement gaps in science.

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### What Teachers Need to Know About Language (0-9)

This paper lays out a rationale for why current and prospective teachers need to know more about language, and what specific sorts of knowledge they need to support children who are dual language learners. Requisite knowledge about oral language, oral language used in formal and academic contexts, and written language is discussed.

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### When Learning a Second Language Means Losing the First (0-9)

This article discusses evidence and findings from a nationwide study of language shift among language-minority children in the U.S. The findings suggest that the loss of a primary language, particularly when it is the only language spoken by parents, can be very costly to the children, their families, and to society as a whole.

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### Unlocking Learning II: Math as a Lever for English Learner Equity (5-9)

While this set of resources highlights how students learning English are faring in math classrooms across California, the evidence-based practices described, and resources offered have application anywhere. A report outlines four research-supported promising practices: 1) honoring students' backgrounds; 2) providing access to rigorous courses; 3) integrating English language development, and 4) professional learning for teachers. Additional resources include a 2-page executive summary in English and Spanish, additional resources, and a math equity toolkit.

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## Audiovisual Sources

### Bilingualism & Young Children with Disabilities (0-5)

In this blog, Dr. Greg Cheatham (University of Kansas) discusses bilingualism in early childhood special education and answers commonly asked questions about working with children with disabilities and their families who are also bilingual. A transcript of the vlog is also available.

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### Building Language Through Thematic Learning (3-5)

The preschool program at Mission Neighborhood Center features a teacher-based dual language model, where students learn from English and Spanish role models. In this video, we see students working on a thematic unit about community workers while simultaneously building language skills.

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### The Changing ELL Field: Seeing Language and Culture as Assets (0-9)

In this video, Rosalinda Barrera speaks eloquently about the importance of strengths-based approaches.

### Counting in Our Many Languages (2-5)

This video illustrates how children who speak different languages can learn from each other.

### DYSA African American English (or Ebonics) in the Classroom (6-9)

This clip from the documentary "Do you speak American?" demonstrates how one California school uses knowledge and structure of children's home dialect in the classroom as a tool for teaching children the academic American English dialect.

### Developing Literacy Skills with Dual Language Learners (3-5)

During this video, Carmen Ngan builds her students' expressive and receptive language skills through reading, writing, and speaking. Notice how Ms. Ngan grows her students' vocabularies and helps them develop an understanding of the relationship between spoken and written language.

### Dual Language Learners: The Latest Social and Emotional Development Research (PowerPoint presentation) (0-5)

Tamara Halle's 2014 PowerPoint presentation summarizes the latest research on the social-emotional development of young dual language learners.

### Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)

This Module offers an overview of young children who are dual language learners. It highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessment, and identifies strategies for supporting them in inclusive preschool classrooms.

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### Frontloading for English Language Learners (3-5)

Watch this video clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.

### Garage/Vehicle (3-5)

In this video you will notice the teacher labeling actions for children will help them develop new vocabulary and phrases specific to their play. Notice how this teacher describes the child's play: "I hear your vehicle coming out of the garage."

### Head Start Advisory Video II, Short Version (3-5)

This video offers strategies for engaging families and supporting the participation of young children who are DLLs.

### The Linguistic Genius of Babies (0-2)

Dr. Patricia Kuhl's TED Talk highlights the many astonishing ways in which babies learn and use language.

### Mother Speaking French (3-5)

This video demonstrates a mother speaking French to her child during play. It is vital to establish an environment where a parent can feel comfortable speaking her/his home language in the classroom.

### Preschool for English Language Learners Part 1: Language Learning, Part 2: Academic Skills (3-5)

In this webcast Rebecca Palacios discusses aspects of a PreK ELL program, namely language instruction, curriculum, professional development, and family outreach. A list of recommended readings, related links, and discussion questions is also provided.

### Revisiting: Using What You Know About Each Child to Individualize Instruction (3-5)

This webinar does a nice job of covering a range of examples of how to teach intentionally in ways that individualize, including illustrations for children who are dual language learners and children who are gifted learners. Presenter Breeyn Mack illustrates how the observation, documentation, and assessment information that teachers gather using Teaching Strategies GOLD® can be used to promote each child's learning in ways that acknowledges strengths, needs, and interests.

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### Supporting Children with Disabilities who are also Dual Language Learners (3-5)

This archived webinar has a downloadable companion handout on teaching practices for promoting engagement once a child has been identified to have a disability.

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### Supporting the Oral Language Development of Young Dual Language Learners (0-5)

Linda Espinosa's PowerPoint presentation highlights the when and how of supporting young DLLs.

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### Teaching Young Dual Language Learners: A New Look at Planning the Environment (0-5)

In this January 2017 webinar, Karen Nemeth, engages classroom teachers, program administrators, policymakers, and teacher preparation program faculty in building their understanding about planning and implementing high quality learning environments for dual language learners. Participants examine what's on their bookshelves, in their displays, and throughout the room to support dual language learners and, using the new US DOE/DHHS DLL Toolkit, discuss how to plan and choose materials for a culturally and linguistically responsive environment and how to use those materials effectively.

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### Understanding and Supporting Early Language and Literacy Development of Young Dual/English Language Learners (0-5)

This module focuses on supporting young children who are dual language learners (DLL) supporting early literacy skills. The module has presentation materials including a PowerPoint presentation, activities, handouts, and readings.

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### Video Snapshot: See How One Monolingual Teacher Supports Many Dual Language Learners! (3-5)

This [video](#) focuses on Albert, who is learning two languages at school. It shows how the monolingual teacher, who speaks English only, provides support—in English and in Spanish.

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### The Young Dual Language Learner: 20 Short Videos (3-5)

These [videos](#) demonstrate how monolingual English-speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.

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## Online Sources

### Best Practices for Serving English Language Learners and Their Families (5-9)

This [guide](#) emphasizes practices for instruction, classroom culture, family and community engagement, and policies. In addition to best practices that can be applied throughout the school building, the guide includes at least one Teacher Leadership Spotlight in every section. These spotlights draw attention to ways in which teachers can take action outside the classroom to ensure ELL students and their families enjoy welcoming, equitable experiences at school.

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### Center for Applied Linguistics (CAL) (0-9)

The [mission](#) of the CAL is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. The CAL website offers free resource briefs, family resources, and other information to support children who are dual language learners.

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### Child Trends Hispanic Institute (0-9)

The [Child Trends Hispanic Institute](#) provides timely and insightful research-based information and guidance to policymakers, practitioners, the media, corporate leaders, and private philanthropy who work to improve outcomes for Latino children and youth in the U.S.

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## Cognate List: English and Spanish (5-9)

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish. In English and Spanish, this site includes a guide with a helpful list of cognates in Spanish and English and a video illustrating how cognates can be used instructionally to support dual-language learners.

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## Colorín Colorado! (0-9)

This is a bilingual site for families and educators of English language learners, featuring articles, videos, and resources.

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## Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)

Resources at this website can help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches include a downloadable resource guide, a fact sheet, an archived webinar, and a set of PowerPoint slides.

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## Dialogic Reading that Supports Children Who Are Dual Language Learners and Their Families (3-5)

This ECLKC Professional Development Module is designed to guide program staff on using the dialogic reading strategy to support early literacy in children who are dual language learners (DLLs). It includes links to video clips, suggestions for children's books, a sequence of professional development, and options for follow-up.

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## Dual Language Learners and Social-Emotional Development: Understanding the Benefits for Young Children (0-5)

This blog highlights the social-emotional development of young children who are dual language learners.

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## Dual Language Learners in Early Childhood Education: A Federal Guidance Crosswalk (0-9)

Twelve national reports and policy statements have been released over the past two years that provide recommendations for supporting dual language learners (DLLs) in early childhood. This crosswalk is designed to show how these recommendations can work together to support

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effective early childhood care and education. Column headings represent the components recommended by the various reports. Links to each of the documents are provided.

## Dynamic Assessment (0-9)

This website features Dr. Elizabeth Pena discussing an important outcome of dynamic assessment - that we're able to distinguish between language disorder and language difference, particularly with children from non-English backgrounds and for children who don't speak English as a primary language, which would not be possible with standardized tests.

## Get Ready to Read (0-6)

This website, which is sponsored by the National Center on Learning Disabilities, offers a variety of resources for young readers and their families, including literacy games, information, screening tools, and more. Look for a box on the right that asks, "Do you prefer information in another language?" to access resources in Spanish, Chinese, Arabic, and Korean.

## How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs

This guide created by Colorín Colorado presents dozens of strategies that educators in school and early childhood settings can use and share with colleagues, families, and community partners. The guide includes more than 50 strategies and examples that apply to K-12 and/or early childhood settings.

Each strategy includes features such as:

- **Why, these matters**: A brief overview of how the topic relates to immigrant students and families
- **Tips for getting started:** Specific, concrete ideas targeted for educators
- **Recommended resources:** Guides, books, articles, research reports, and other materials
- **Recommended videos:** Video clips that can enhance professional development
- **Examples from the field:** Brief anecdotes and quotes, news items, and communication

## Toolkit of Resources for Engaging Families and the Community as Partners in Education (0-9)

This set of resources offer reflections, activities, and evidence that can be used to promote community and family engagement in ways that also reflect culturally thoughtful practices.

Part 1: Building an understanding of family and community engagement

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Part 2: Building a cultural bridge

Part 3: Building trusting relationships with families and the community through effective communication

Part 4: Engaging all in data conversations

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## WIDA (2-9)

WIDA advances language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. Examples of WIDA early childhood resources are the WIDA English Language Development Standards Resource Guide and the WIDA Early Years Can Do Descriptors which provides examples of what children who are DLLs can do a various stages of language development.

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