CDE/ECE Faculty Initiative Project Instructional Guide


Unit 5
English-Language Development Domain
Focus Statement

Students experience and reflect on a situation that might be experienced by preschool children who are English learners.

Getting Ready for the Unit

English-language development is presented as a separate developmental domain in both the foundations and the curriculum framework. However, it is essential for students to know that English-language development is a part of learning in every domain for young children who are English learners. As stated in the California Preschool Curriculum Framework, Volume 1 (PCF, V1), teachers need to account for this as they plan across the curriculum.

This unit is designed to support that process by familiarizing students with the contents of Chapter 5 of the California Preschool Curriculum Framework, Volume 1. There is further work in this instructional guide to directly apply the information of Chapter 5 of the PCF, V1 to planning across the curriculum. This can be found in Unit 7, Key Topic 3, entitled “English-Language Development Across the Curriculum.” If students have worked through the English-language development domain first, they will have some tools to work with as they learn how to apply this information across the other three domains in the PCF, V1.

Some other documents will be important for students and faculty alike. First, it is crucial that instructors are familiar with the English-language development domain in the California Preschool Learning Foundations, Volume 1 (PLF, V1) before looking at the domain in the California Preschool Curriculum Framework, Volume 1. There are some important distinctions between the structure of the English-language development in the foundations (and therefore also of the English-language development structure of the California Preschool Curriculum Framework, Volume 1) and the structure of other domains in the foundations and curriculum framework. These differences are based on the understanding that English learners will enter preschool programs with varying levels of experience with English and will progress through their English-language development at varying rates over different amounts of time. How this plays out in the English-language development domain is described in the PLF, V1 on pages 107-111, and this information applies to the domain in the PCF,
V1 as well.

*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* (PEL Resource Guide) is another important resource for practitioners to know. It contains expanded information on several of the topics that are central to the English-language development domain in the foundations and curriculum framework. Among other things, the PEL Resource Guide addresses language development in general, how first and second languages connect, and the paths that children take to bilingualism. There are also suggested strategies that teachers can use specifically to support children through this process. This resource will be referenced frequently in this unit. There is also an instructional guide available on the FIP Web site for the PEL Resource Guide, and it provides suggestions for engaging students with the content of the PEL Resource Guide.

Families are critical partners in the process of working with English learners. Chapter 2 in the PEL Resource Guide is devoted to the topic of connecting to the families and communities of children who are English learners. Strategies for connecting school and home language are also provided. This topic is briefly addressed in the *California Preschool Curriculum Framework, Volume 1* on pages 194, 204-205, 217-218, and 222-223, but the PEL Resource Guide allows students to explore this in greater depth.

The content of the *California Preschool Curriculum Framework, Volume 1* related to connecting to families is addressed in Key Topic 4 of this unit.


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**Motivator and Connection to Experience**

**Before You Start**

Before beginning this unit, it is important to connect our own experiences to those of children who are English learners.

For the following experience, which connects students to the experience of an English learner, you will need a student or adult who speaks a language other than the majority of your group. You also could find another adult who is not a student to do this. You will need a storybook in that language or a text written for adults.

This motivator and connection to experience is adapted from the instructional guide for the PEL Resource Guide.
Active Learning

Getting it started
Ask a student in your class (or another adult) to read aloud a storybook that has been written in a language that many students will not understand. Have the story read as if it were a preschool story time, including asking questions, commenting on the events, pointing to pictures, etc.

Keeping It going
Following this reading, ask students the following, whether or not they understood the language of the story:

- What was the story about?
- What clues did you get about what was happening in the story?
- What was this experience like for you?
- How could you be supported in that experience to link your own language with the language of the story?
- What does this tell you about the importance of connecting the home and school languages of children who are English learners?
What was the story about?
What clues did you get about what was happening in the story?
What was this experience like for you?
How could you be supported in that experience to link your own language with the language of the story?
What does this tell you about the importance of connecting the home and school languages of children who are English learners?
Unit 5 – English-Language Development
Key Topic 1: Organization and Rationale of the English-Language Development Domain

Focus Statement
Students explore the rationale and organization of the English-language development domain in the California Preschool Curriculum Framework, Volume 1, as well as its relation to the domain in the California Preschool Learning Foundations, Volume 1.

Before You Start
As students work through this key topic, they will explore the organization of the English-language development domain in the California Preschool Curriculum Framework, Volume 1 (PCF, V1), as well as its relation to the domain in the California Preschool Learning Foundations, Volume 1 (PLF, V1).

At the beginning of this instructional guide, Unit 1 in Key Topic 1 covers the overall organization of the PCF, V1 and its four domains. That coverage is more extensive than what is available here for this domain. If you have done that key topic, you probably won’t need to do all of the work here in introducing students to the organization of this individual domain. Some of what is suggested here is similar to what is done in Key Topic 1 in Unit 1. If you are covering this domain independently from the rest of the PCF, V1, you might find this key topic specifically for English-language development more helpful.

It will be important to be familiar with the English-language development domain in both the foundations and curriculum framework before you begin this work with students. As noted in the PCF, V1 on page 186, it is important to recognize that, in the preschool learning foundations, the developmental levels in the English-language development domain do not match those in other domains. That is because children who are English learners could be at varying stages in their development of English as they enter preschool and could progress at varying rates as English learners. For that reason, the levels in English-language development in the foundations are “beginning,” “middle,” and “later” and are not related to age as they are in the other domains in the foundations. This is described in greater detail in the California Preschool Learning Foundations, Volume 1 on pages 107-111.

There are 4 strands and 11 substrands in the English-language development domain. These numbers will guide how you divide students for the active learning work below.
Depending on the number of students in your class, it might work best to use pairs, or you might need to give more than one substrand to a group or assign more than one pair or group to a substrand. This key topic can be covered in a short period of time or extended by lengthier discussion of the included questions to give greater depth to students’ understanding of where things are in the English-language development domain of the PCF, V1.

This key topic leads students through a fairly straightforward introduction to the rationale and organization of the English-language development domain. Deeper exploration of the content is available in key topics for the English-language development domain that follow this one. Note that in this domain only, the guiding principles for the domain are addressed in the key topic relating to environments and materials—Key Topic 2 in this unit.

Questions for reflection are provided at the end of each English-language development strand in the curriculum framework. These tend to guide reflection related to practice and will be referred to again in the other key topics in this unit on the English-language domain. The questions for reflection that are offered in this key topic are intended to support students’ experience in encountering the organization of the English-language development domain in the California Preschool Curriculum Framework, Volume 1.

**Information Delivery**

**Subtopic 1: Rationale for the English-language Development Domain**

- The rationale for this topic is stated in the initial paragraph on page 178 of the PCF, V1. Also, the role of preschool programs is described on page 5: “Preschool programs can best support young children by planning curriculum that fosters English-language development and keeps the children connected to the language of their families.”

- In 2008, it was estimated that 42 percent of five-year-old children in California are English learners. About 85 percent of these children speak Spanish at home, but many other languages are spoken at home as well (PCF, V1, p. 4).

The following content can be used to lead students into this key topic and/or is referenced in this key topic. This content may be delivered through lectures and/or assigned readings.

- “The strategies described in the social-emotional development, language and literacy, and mathematics...
chapters are applicable and essential for all preschool children, including those who are English learners. However, many young children who are English learners will need the adaptations described in this chapter as they are developing their proficiency with the English language” (PCF, V1, pp. 178-179).

- The structure of the English-language development domain (in both the foundations and the curriculum framework) is different from the other three domains in the PCF, V1. This is partly based on the need to provide more contextual and core information for this domain. Also, these differences are based on the understanding that English learners will enter preschool programs with varying levels of experience with English and will progress through their English-language development at varying rates over different amounts of time. This is described in the California Preschool Learning Foundations, Volume 1 on pages 107-111, and this information applies to the domain in the California Preschool Curriculum Framework, Volume 1 as well.

- Stages of second-language learning are presented on pages 185-186 of the PCF, V1. These are predictable stages through which children pass as they learn a second language. Chapter 5 of the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed. is devoted to deeper exploration of these stages and also provides some strategies that teachers can use to support children in these stages.

**Active Learning**

**Subtopic 2: Organization of the English-language Development Domain**

**Getting it started**
Organize students into pairs. Make sure that each pair has at least one print copy of the California Preschool Curriculum Framework, Volume 1 and a supply of Post-it® notes. Ask them to find and tab the following sections in the PCF, V1. It might be helpful for students to label the sections on their Post-it® notes.

- Domain Guiding Principles (pp. 180-181)
- Environments and Materials (pp. 181-183)
- Cultural Context of Learning (p. 185)
- Stages of Second-Language Development (including research highlight) (pp. 185-186)
- Assessment Approaches for Preschool English Learners (pp. 186-187)
- Summary of the Strands (p. 184)
- Summary of the Strands and Substrands (p. 184)
- Strands: Listening, Speaking, Reading, Writing (pp. 188, 196, 206, and 219)
- Substrands in each strand (pp. 189, 197, 200, 201, 207, 209, 210, 212, 213, 214, and 220)
- Engaging Families (pp. 194, 204, 217, and 222)

**Keeping it going**

When the students have finished the tabbing described in “Getting it started” and are still in pairs, ask each pair to tab the following elements for each of the 11 substrands. This should not take more than about 10 minutes, and going through each of the 11 substrands will help students gain some familiarity with what is available in the English-language development domain. Ask the students to complete these two tasks:

- Find the vignettes and teachable moments for each substrand.
- Find the suggested interactions and strategies for each substrand. Note that these are not labeled in a separate section but follow each vignette. It might help to guide students to find these in the first substrand on page 190 of the PCF, V1 as an example.

When students have finished this tabbing, ask them to find what else is in the domain that is important but has not been tabbed.

Be sure they note the “Research Highlights,” “Questions for Reflection,” and “Teacher Resources” among other topics they find.
At this point, it is important to point out the parallel organization of the California Preschool Curriculum Framework, Volume 1 (PCF, V1) and the California Preschool Learning Foundations, Volume 1 (PLF, V1).

While the students are still in pairs, ask each student to find the summary of strands and substrands for the English-language development domain on page 184 of the PCF, V1.

Then direct them to the appendix on page 180 of the California Preschool Learning Foundations, Volume 1 (PLF, V1), which summarizes the strands, substrands, and foundations for the English-language development domain. This can also be found in Handout 1 following this key topic. Ask them to compare these two documents and respond to these two questions:

- What do you see?
- Why do you think it is like that?

This is a good time to point out that the foundations are the what and the curriculum framework is the how. It is also important to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance.

The relationship of the foundations to the curriculum framework is more fully described in Unit 2 of this instructional guide.

The extent to which this relationship is explored here will depend on how much of Unit 1 of this instructional guide you have used or on the students’ familiarity with the early childhood education system in California.

**Taking it further**
The English-language development domain includes some introductory material that is not addressed in other domains of the PCF, V1:

- Cultural Context of Learning (p.185)
- Stages of Second-Language Development (pp.185-186)
- Assessment Approaches for Preschool English Learners (pp.186-187)
Ask students to find these topics, read through them, and prepare two or three key points for each of these topics. Then ask them to find a partner and compare their key points. Ask them to discuss their points and come to consensus about what they should be.

This could be followed by a class discussion to see if a class consensus can be developed.

**Putting it together**

Finish by asking these questions:

- Did you encounter any new vocabulary?
- What would you like to go back to in this domain and look at in more depth?

These two questions can be used for discussion or as a follow-up written assignment. They could also be used in combination with the questions for reflection.

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**Reflection**

The following reflective questions can be addressed by journaling or in a class discussion:

- What ideas stood out for you in looking at the organization of this domain?
- How will these influence your work in early care and education?
- What else would you like to know about how to support children in English-language development?
# English-Language Development

## Listening

### 1.0 Children listen with understanding.

**Focus: Beginning words**

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<tr>
<td>1.1 Attend to English oral language in both real and pretend activity,</td>
<td>1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</td>
<td>1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</td>
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<td>relying on intonation, facial expressions, or the gestures of the speaker.</td>
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**Focus: Requests and directions**

| 1.2 Begin to follow simple directions in English, especially when there are contextual cues. | 1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. | 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues. |

**Focus: Basic and advanced concepts**

| 1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.3 Begin to demonstrate an understanding of words in English related to basic concepts. | 1.3 Demonstrate an understanding of words in English related to more advanced concepts. |
### Speaking

#### 1.0 Children use nonverbal and verbal strategies to communicate with others.

**Focus: Communication of needs**

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<tbody>
<tr>
<td>1.1</td>
<td>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</td>
<td>1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).</td>
<td>1.1 Show increasing reliance on verbal communication in English to be understood by others.</td>
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**Focus: Vocabulary production**

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<td>1.2</td>
<td>Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</td>
<td>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</td>
<td>1.2 Use new English vocabulary to share knowledge of concepts.</td>
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**Focus: Conversation**

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<tr>
<td>1.3</td>
<td>Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</td>
<td>1.3 Sustain a conversation in English about a variety of topics.</td>
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</table>
1.0 **Children use nonverbal and verbal strategies to communicate with others.**

**Focus: Utterance length and complexity**

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<tr>
<td>1.4</td>
<td>Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.4 Use two- and three-word utterances in English to communicate.</td>
<td>1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</td>
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**Focus: Grammar**

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<tr>
<td>1.5</td>
<td>Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</td>
<td>1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</td>
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**Focus: Inquiry**

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<tr>
<td>1.6</td>
<td>Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</td>
<td>1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</td>
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2.0 Children begin to understand and use social conventions in English.

**Focus: Social conventions**

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<tr>
<td>2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Demonstrate a beginning understanding of English social conventions.</td>
<td>2.1 Appropriately use words and tone of voice associated with social conventions in English.</td>
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3.0 Children use language to create oral narratives about their personal experiences.

**Focus: Narrative development**

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<td>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</td>
<td>3.1 Produce simple narratives in English that are real or fictional.</td>
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# Reading

## 1.0 Children demonstrate an appreciation and enjoyment of reading and literature.

### Focus: Participate in read-aloud activity

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<tr>
<td>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</td>
<td>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</td>
<td>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</td>
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### Focus: Interest in books and reading

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<td>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</td>
<td>1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</td>
<td>1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</td>
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2.0 Children show an increasing understanding of book reading.

**Focus: Personal connections to the story**

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<tr>
<td>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</td>
<td>2.1 Begin to engage in extended conversations in English about stories.</td>
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**Focus: Story structure**

| 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 2.2 Retell a story using the home language and some English when read or told a story in English. | 2.2 Retell in English the majority of a story read or told in English. |

3.0 Children demonstrate an understanding of print conventions.

**Focus: Book handling**

| 3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages). | 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language. | 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read. |
4.0  Children demonstrate awareness that print carries meaning.

**Focus: Environmental print**

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<td>4.1 Begin to recognize that symbols in the</td>
<td>4.1 Recognize in the environment (class-</td>
<td>4.1 Recognize in the environment (class-</td>
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<td>environment (classroom, community, or home)</td>
<td>room, community, or home) some familiar</td>
<td>room, community, or home) an increasing</td>
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<tr>
<td>carry a consistent meaning in the home</td>
<td>symbols, words, and print labels in the</td>
<td>number of familiar symbols, words, and</td>
</tr>
<tr>
<td>language or in English.</td>
<td>home language or in English.</td>
<td>print labels in English.</td>
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5.0  Children demonstrate progress in their knowledge of the alphabet in English.

**Focus: Letter awareness**

| 5.1 Interact with material representing the   | 5.1 Begin to talk about the letters of the  | 5.1 Begin to demonstrate understanding    |
| letters of the English alphabet.             | English alphabet while playing and         | that the letters of the English alphabet   |
|                                              | interacting with them; may code-switch     | are symbols used to make words.            |
|                                              | (use the home language and English).       |                                            |

**Focus: Letter recognition**

| 5.2 Begin to recognize the first letter in    | 5.2 Identify some letters of the alphabet   | 5.2 Identify ten or more letters of the    |
| their own name or the character for their     | in English.                                 | alphabet in English.                       |
| own name in the home language or English.    |                                            |                                            |
### 6.0 Children demonstrate phonological awareness.

**Focus: Rhyming**

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<tr>
<td>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</td>
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**Focus: Onset (initial sound)**

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<td>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</td>
<td>6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</td>
<td>6.2 Recognize and produce words that have a similar onset (initial sound) in English.</td>
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**Focus: Sound differences in the home language and English**

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<tr>
<td>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</td>
<td>6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</td>
<td>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</td>
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# Writing

## 1.0 Children use writing to communicate their ideas.

**Focus: Writing as communication**

|       | Beginning                                                                 | Middle                                                                                                                   | Later                                                                 |
|-------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1.1   | Begin to understand that writing can be used to communicate.              | Begin to understand that what is said in the home language or in English can be written down and read by others.        | Develop an increasing understanding that what is said in English can be written down and read by others. |

**Focus: Writing to represent words or ideas**

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<tr>
<td>1.2</td>
<td>Begin to demonstrate an awareness that written language can be in the home language or in English.</td>
<td>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</td>
<td>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</td>
</tr>
</tbody>
</table>

**Focus: Writing their name**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Write marks to represent their own name in a way that may resemble how it is written in the home language.</td>
<td>1.3 Attempt to copy their own name in English or in the writing system of their home language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</td>
</tr>
</tbody>
</table>
Rationale for the English-Language Development Domain

“Preschool programs can best support young children by planning curriculum that fosters English-language development and keeps the children connected to the language of their families” (PCF, V1, p. 5).
• In 2008, it was estimated that 42 percent of five-year-old children in California were English learners.

• About 85 percent of these children speak Spanish at home, but many other languages are spoken as well (PCF, V1, p. 4).

• The strategies described in the California Preschool Curriculum Framework, Volume 1 are applicable and essential for all preschool children, including those who are English learners.

• However, many young children who are English learners will need adaptations as they are developing their proficiency with the English language (PCF, V1, pp. 178-179).
Stages of Second-Language Development

1. **First stage.** The child uses her home language to try to communicate.

2. **Second stage.** The child figures out that he is not successful using the home language with English speakers, so he passes through a period of observation and listening.

3. **Third stage.** The child attempts to use English in a more abbreviated form through the use of one-word sentences or phrases.

4. **Fourth stage.** The young child begins to use more elaborated phrases and short sentences to communicate in English.

Organization of the English-Language Development Domain

- Domain Guiding Principles
- Environments and Materials
- Cultural Context of Learning
- Stages of Second-Language Development
- Assessment Approaches for English Learners
- Summary of the Strands
- Summary of the Strands and Substrands
- Strands: Listening, Speaking, Reading, Writing
- Substrands in each strand
- Engaging Families
Organization of the English-Language Development Domain

- Vignettes
- Teachable moments
- Suggested interactions and strategies

Summary of the Strands and Substrands

**Listening**
1.0 Children Listen with Understanding

**Speaking**
1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others
2.0 Children Begin to Understand and Use Social Conventions in English
3.0 Children Use Language to Create Oral Narratives About Their Personal Experiences
Summary of the Strands and Substrands

**Reading**

1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature

2.0 Children Show an Increasing Understanding of Book Reading

3.0 Children Demonstrate an Understanding of Print Conventions

4.0 Children Demonstrate Awareness That Print Carries Meaning

5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English

6.0 Children Demonstrate Phonological Awareness

**Writing**

1.0 Children Use Writing to Communicate Their Ideas

http://www.wested.org/facultyinitiative/
Rationale of the English-Language Development Domain

- Cultural Context of Learning (PCF, V1, p. 185)
- Stages of Second-Language Development (PCF, V1, pp. 185-186)
- Assessment Approaches for Preschool English Learners (PCF, V1, pp. 186-187)

What ideas stood out for you in looking at the organization of this domain?
What will these influence your work in early care and education?
What else would you like to know about how to support children in English-language development?
**Unit 5 – English-Language Development**

**Key Topic 2: Getting to Know Environments and Materials That Support English-Language Development**

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**Focus Statement**

As students are introduced to the English-language development guiding principles and the recommended environments and materials for this domain, they are provided with opportunities to understand how practice can support principles.

---

**Before You Start**

Assign pages 180-183 of the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) to be read before coming to class. This will introduce students to the domain guiding principles and environments and materials.

The following exercise provides an opportunity for students to understand how practice can support principles.

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**Information Delivery**

The following content from PCF, V1 is referenced in this key topic and may be delivered through lectures and/or assigned readings.

- Environments and Materials (pp. 181-183)
- Domain Guiding Principles (pp. 180-181)

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**Active Learning**

**Getting it started**

Divide students into pairs. Give each pair one or two of the 10 domain guiding principles on pages 180-181 of the PCF, V1. Have them determine which of the seven recommended environments and materials on pages 181-183 of the PCF, V1 would support the domain principles they are given.

Ask them to consider which of these environments and materials support the domain guiding principles. For example, which of the seven environments and materials would support “Families matter”? Another way...
to approach this is to ask, “If you want to be sure that families matter in your program, which environments and materials would you want to be sure to include?” Handout 1, following this key topic, contains a grid that will allow students to link these domain guiding principles with environments and materials.

**Keeping it going**

If you have a small group and have done this work in pairs, students could share their findings by having one of each pair stay in place and the other one circulate. Circulating students could keep moving until they have met with each stationary student. In this way, one student of each pair would have a chance to meet with one student from every other pair and discuss each of the domain guiding principles.

Another option, which might be preferable if you have a larger group, would be to label one chart paper with each domain guiding principle and have students write out the environments and materials that support the domain principles under the appropriate principle.

Give students a chance to do a walk-about to see what is listed. These can be collected, recorded, and distributed for future reference for students.

**Taking it further**

The seven recommendations regarding environments and materials could also be reviewed in terms of how they support the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 1*. The eight overarching principles can be found on pages 5-8 of the PCF, V1. The same process as described in the “Getting it started” segment can be used to see how decisions regarding environments and materials can support the playing out of these principles in practice, as well.
Reflection

The following questions are offered for reflection and can be done as a journaling exercise or as a class discussion:

• What new insights emerged as you went through this exercise?

• How might these insights affect your work with young children now or in the future?

Deeper Understanding


• Where are they similar?

• Where are they different?

• What is in one that is not in the other? What might account for that?

• How could these principles be used to guide curriculum planning?
### English-Language Development Domain

#### Guiding Principles with Environments and Materials

<table>
<thead>
<tr>
<th>Environments and Materials</th>
<th>Guiding Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families matter</td>
<td>Recognize existing language and literacy strengths in the home language</td>
</tr>
<tr>
<td></td>
<td>Respect cultural values and behaviors reflected in the child’s language and communication</td>
</tr>
<tr>
<td></td>
<td>Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction</td>
</tr>
<tr>
<td></td>
<td>Support English-language development across all domains</td>
</tr>
<tr>
<td></td>
<td>Use language as a meaningful tool to communicate</td>
</tr>
<tr>
<td></td>
<td>Make children’s learning interesting and fun for English learners</td>
</tr>
<tr>
<td></td>
<td>Give preschool English learners time</td>
</tr>
<tr>
<td></td>
<td>Allow for children’s voluntary participation</td>
</tr>
</tbody>
</table>

**Handout 1 - Getting to Know Environments and Materials That Support English-Language Development**

- Make clear signs and make use of computers to interest areas: explicit picture cues for materials culturally appropriate and provide bilingual materials.
- Provide space where groups and one-on-one activities can interact individually and with teachers and other adults.
- Provide space in the classroom environment for English-speaking children and anyone who needs to speak to anyone.

**Handout 2 - Getting to Know Environments and Materials That Support English-Language Development**

- Make clear signs and make use of computers to interest areas: explicit picture cues for materials culturally appropriate and provide bilingual materials.
- Provide space where groups and one-on-one activities can interact individually and with teachers and other adults.
- Provide space in the classroom environment for English-speaking children and anyone who needs to speak to anyone.
Families matter.

- Recognize exiting language and literacy strengths in the home language.
- Respect cultural values and behaviors reflected in the child’s language and communication.
- Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction.
Domain Guiding Principles

- Support English-language development across all domains.
- Use language as a meaningful tool to communicate.
- Make children’s learning interesting and fun for English learners.
- Accept code switching as normal.
- Give preschool English learners their time.
- Allow for children’s voluntary participation.

Environments and Materials

- Provide safe havens where the child does not have to speak to anyone.
- Establish consistent classroom routines and procedures.
- Provide space in the classroom environment for children to interact in small groups and one-on-one.
Environments and Materials

- Provide space where teachers and other adults can interact individually and in small groups with children who are learning English.
- Provide linguistically and culturally appropriate materials.
- Make clear signs and explicit picture cues for interest areas.
- Make use of computers to introduce and reinforce content of activities.

What new insights emerged as you went through this exercise?
How might these insights affect your work with young children now or in the future?
Compare the principles included in both the:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.*
- English-language development domain of the *California Preschool Curriculum Framework, Volume 1*

- Where are they similar?
- Where are they different?
- What is in one that is not in the other? What might account for that?
- How could these principles be used to guide curriculum planning?
Unit 5 – English-Language Development
Key Topic 3: Getting to Know Interactions and Strategies That Support English-Language Development

Focus Statement
Students become familiar with the recommended interactions and strategies in this the English-language development through intensive work with vignettes for each substrand and the interactions and strategies that are illustrated in them.

Before You Start
The work in this key topic focuses on the vignettes for each substrand and the interactions and strategies that are connected to them.

This key topic is organized around the four strands in this domain. There are several approaches used for these strands.

• In the first strand, Listening, and again in the last strand, Writing, there is only one substrand and students are directed to work with a particular vignette.

• In the second strand, Speaking, students are directed to look across vignettes in the substrands.

• In the Reading strand, there are six substrands, and students are again asked to work across the vignettes in the substrands but with different questions than are in the Speaking strand.

Any of these approaches can be adapted for the entire key topic.

As you work through these active learning exercises, remember that the levels of development for English-language development are different from those for other domains. This difference is described in Key Topic 1 for this unit in this instructional guide.

Much of the work could be done out of class, but class discussions will be important for building understanding and the ability to use the domain as a resource in curriculum planning.

This key topic is intended to familiarize students with what is in the domain. There is a key topic in Unit 7 of this instructional guide that will support students in using this domain in tandem with other domains as they plan integrated curriculum.
The number of interactions and strategies per strand and substrand are shown in Table 3.

**Table 3.** Total number of vignettes, interactions, and strategies for the English-language development domain by strand and substrand

<table>
<thead>
<tr>
<th>Strands and substrands</th>
<th>Number of vignettes</th>
<th>Number of interactions &amp; strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand: Listening</strong></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>(PCF, V1, pp. 188-195)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 Children Listen with Understanding</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Strand: Speaking</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>(PCF, V1, pp. 196-205)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2.0 Children Begin to Understand and Use Social Conventions in English</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.0 Children Use Language to Create Oral Narratives about Their Personal Experiences</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Strand: Reading</strong></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>(PCF, V1, pp. 206-218)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2.0 Children Show an Increasing Understanding of Book Reading</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.0 Children Demonstrate an Understanding of Print Conventions</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4.0 Children Demonstrate Awareness That Print Carries Meaning</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6.0 Children Demonstrate Phonological Awareness</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Strand: Writing</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>(PCF, V1, pp. 219-223)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 Children Use Writing to Communicate Their Ideas</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

*Source: California Preschool Curriculum Framework, Volume 1.*
The following content from the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) is referenced in this key topic and may be delivered through lectures and/or assigned readings.

Familiarize students with the strands in this domain of the PCF, V1:

- Summary of strands and substrands (p. 184)
- Listening strand (p. 188)
- Speaking strand (p. 196)
- Reading strand (p. 206)
- Writing strand (p. 219)

**Getting it started and Keeping it going**

After students have become familiar with the strands and substrands, point out that there are vignettes and teachable moments used for each substrand and suggested interactions and strategies following those. These interactions and strategies are either seen in the vignette or could be used in such a situation.

Students can work individually, in pairs, or in small groups of three or four for any of the following exercises.

1. **Listening**
   
   The first strand, Listening, contains a vignette about Lonia. Ask students to read the vignette and think about the following questions for each of the 11 suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.
   
   - How does the teacher do this in the vignette?
   - If a particular interaction or strategy could not be found in
the vignette, how would doing it help Lonia as she develops her ability to attend to and comprehend spoken English?

When the students have worked through all 11 interactions and strategies, ask them to share their findings with the whole group. Because there are 11 interactions and strategies to report on, ask one pair or group to report on one and then ask if others had any responses that were different. Then ask another pair or group to report on the next one and continue until you have covered all 11.

2. Speaking
Assign pairs or small groups to each of the three substrands. There are three vignettes in the first substrand, one in the second, and three in the third. You can assign by each of the three substrands or by each of the seven vignettes depending on the size of your group or the time available.

Again ask students to read the vignettes and look for the interactions and strategies as they did for the Listening strand.

Then ask them to turn to the section called “Bringing It All Together” on page 204 of the PCF, V1 and read the vignette.

Ask each group or pair of students representing each substrand to respond to these questions:

- Which of the interactions and strategies from the Speaking strand can they find in this vignette? From substrand 1.0 “Children Use Nonverbal and Verbal Strategies to Communicate with Others”? Substrand 2.0 “Children Begin to Understand and Use Social Conventions in English”? Substrand 3.0 “Children Use Language to Create Oral Narratives About Their Personal Experiences”?

- How would Ms. Jane have known what kind of language interactions would be appropriate for Enrique?

3. Reading
The introduction to this strand is very important. Ask students to find three key points in this introduction found on page 206 of the PCF, V1. These should include the following points:

- Children who are English learners may already have learned some of these skills in their home language.
• Skills in the home language appear to provide the necessary background for learning these skills in English.

• Bridging to home language and culture will foster motivation to learn the skills in the English-language development domain.

Following this discussion, assign pairs or small groups to each of the six substrands. Have them read the vignette and the interactions and strategies for their substrand and consider these questions:

• How does each of the key points connect to this substrand—either in the vignette or the interactions and strategies?

• In each vignette, what did the teacher see or hear that helped him understand what skills the children might have in their home language that could be built upon to develop skills in English?

When they have worked through these questions in their substrand, reconvene the whole group. Ask students to share their findings for each substrand. As they do so, note any similarities between substrands in their responses.

4. Writing
Because the Writing strand has only one substrand, this strand can be explored in much the same way that the Listening strand was done.

Ask students to read the vignette and think about the following questions for each of the five suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.

• How does the teacher do this in the vignette?

• If a particular interaction or strategy could not be found in the vignette, how could this vignette be extended to incorporate that interaction or strategy into this vignette?

When they have worked through the five interactions and strategies, ask students to share their findings with the whole group.
Ask them if they can think of any of the interactions and strategies from any of the other substrands where writing could be incorporated or added. This could be approached as a recall exercise or done as a more extended assignment out of or in class if writing is a strong focus of the course.

**Reflection**

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?
- If you had to come up with two statements to describe to someone what is important in working with young children who are English learners, what would they be?

**Deeper Understanding**

All of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* is useful to students as they develop their knowledge and skills in working with children who are English learners, but Chapter 5 might merit special attention here in relation to interactions and strategies. This chapter is titled “Stages and Strategies in Second-Language Acquisition.” There are two main topics in this chapter: Stages of Learning a Second Language and Strategies in Second-Language Acquisition.

One way to engage students with this content is to have them develop posters for each of the two main topics for a poster session.

Another approach is to have students look at core strategies for interactions with children in pages 14-18 of *The Intentional Teacher* (Epstein 2007). Ask students to review these strategies and then to consider how the English-language development interactions and strategies could be linked to them. Where in Epstein’s core strategies could the English-language development strategies be incorporated? Have students develop an annotated list of Epstein’s core strategies and under each one put a list of three (or more) English-language development
strategies that could be used to include the needs of English learners. Then ask them to write a short paragraph explaining their decisions.
English-Language Development
Interactions and Strategies

Listening
Children Listen with Understanding
1. Model good listening skills.
2. Use the home language for comprehension.
3. Keep messages and directions short when talking with preschool children who are English learners.
4. Teach children how to listen, repeat messages, and ask questions.
5. Have a listening library in the home language and in English.
6. Summarize or provide key phrases of a story in a book, finger play, or song in the child’s home language before introducing it in English.
7. Use language and literacy activities that contain repetitive refrains.
8. Use running commentary when the child is engaged in an activity.
9. Use multiple methods for scaffolding communication depending on the stage of English-language development of the child.
10. Target both the content and English-language development in every activity.
11. Observe preschool English learners during group time, storybook reading, and in small groups.

Speaking
Children Use Nonverbal and Verbal Strategies to Communicate with Others
1. Learn how to pronounce the child’s name as accurately as possible.
2. Learn some key words or phrases in the child’s home language.
3. Repeat common phrases slowly and clearly to the child.
4. Allow the child to start slowly.
5. Allow for wait time.
6. Scaffold communication by combining English words with some type of body gesture or visual cue.
7. Be thoughtful about helping children understand what words mean.
9. Expand and extend the child’s language.

Children Begin to Understand and Use Social Conventions in English
1. Ask a family member or knowledgeable community resource to share appropriate social conventions for the child’s language and culture.
2. Observe the child during drop-off and pick-up for cues.
3. During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families.

Children Use Language to Create Oral Narratives About Their Personal Experiences
1. Listen appreciatively to children’s stories.
2. Ask open-ended questions and sustain the conversation over a number of turns.
3. Help children understand idioms.
4. Provide materials that help stimulate talking (or oral narratives as used in the California preschool Learning Foundations, page 122).
5. Provide wordless picture books.

Reading
Children Demonstrate Appreciation and Enjoyment of Reading and Literature
1. Expose children enthusiastically to all types of print.
2. Connect literacy to the home culture and community.
3. Build on existing strengths.
4. Use read-alouds.
English-Language Development Interactions and Strategies (cont.)

Reading (continued)
Children Show an Increasing Understanding of Book Reading
1. Connect print material to children’s interests.
2. Invite children to discuss and react to story narratives.
3. Encourage children to dictate, retell, and create their own books.

Children Demonstrate an Understanding of Print Conventions
1. Point out print features during shared reading.
2. Point out print features during shared writing.
3. Equip all learning areas with books and writing materials.
4. Help children create their own books.

Children Demonstrate Awareness That Print Carries Meaning
1. Point out the meaning of print around the classroom and in the community.
2. Have lots of clear print in multiple languages in the environment.

Children Demonstrate Progress in Their Knowledge of the Alphabet in English
1. Have children identify the letters of their own names in any language.
2. Provide English alphabet letters in multiple forms.
3. Read alphabet books in multiple languages.

Children Demonstrate Phonological Awareness
1. Sing silly English songs that can be phonetically manipulated.
2. Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
3. Identify and practice English sounds that do not exist in the home language.
4. Use real objects and emphasize syllables and phonemes.
5. Play games that emphasize the first sound of common words.

Writing
Children Use Writing to Communicate Their Ideas
1. Look for opportunities for adult- and peer-mediated conversation about writing by using the child’s home language to initiate this discussion.
2. Link writing to listening and speaking so preschool children who are English learners can draw from other language strengths.
3. Focus writing activities on literature.
4. Supply learning areas with writing materials.
5. Have children dictate their own short stories.
Getting to Know Interactions and Strategies That Support English-Language Development

Summary of the Strands and Substrands

**Listening**
1.0 Children Listen with Understanding

**Speaking**
1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others
2.0 Children Begin to Understand and Use Social Conventions in English
3.0 Children Use Language to Create Oral Narratives About Their Personal Experiences
Summary of the Strands and Substrands

Reading
1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature
2.0 Children Show an Increasing Understanding of Book Reading
3.0 Children Demonstrate an Understanding of Print Conventions
4.0 Children Demonstrate Awareness That Print Carries Meaning
5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English
6.0 Children Demonstrate Phonological Awareness

Summary of the Strands and Substrands

Writing
1.0 Children Use Writing to Communicate Their Ideas
Listening

• How does the teacher do this in the vignette?
• If a particular interaction or strategy could not be found in the vignette, how would doing it help Lonia as she develops her ability to attend to and comprehend spoken English?

Speaking

• Which of the interactions and strategies from the Speaking strand can you find in this vignette?
• How would Ms. Jane have known what kind of language interactions would be appropriate for Enrique?
**Reading**

- How does each of the key points connect to this substrand—either in the vignette or the interactions and strategies?
- In each vignette, what did the teacher see or hear that helped him understand what skills the children might have in their home language that could be built upon to develop skills in English?

**Writing**

- How does the teacher do this in the vignette?
- If a particular interaction or strategy could not be found in the vignette, how could this vignette be extended to incorporate that interaction or strategy into this vignette?
• What stood out for you in this key topic?
• What new insights do you have?
• How will this influence your work with young children now or in the future?
• If you had to come up with two statements to describe to someone what is important in working with young children who are English learners, what would they be?

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.

Chapter 5:
“Stages and Strategies in Second-Language Acquisition”
The Intentional Teacher (Epstein, 2007)

• Read pages 14-18

• Consider how the English-language development interactions and strategies could be linked to the strategies presented by Epstein.

• Develop a list of Epstein’s core strategies and, under each strategy, list at least 3 English-language development strategies that could be used to include the needs of English learners.

• Write a short paragraph explaining your decisions.
Unit 5 – English-Language Development

Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus Statement
Students explore methods for approaching universal design, individualized curriculum decisions, and family partnerships with considerations relating to children who are English learners.

Before You Start
As stated in the introductory chapter to the framework, “a fundamental consideration in planning curriculum for individual children is being responsive to the competencies, experiences, interests, and needs each child brings to the preschool classroom” (California Preschool Curriculum Framework, Volume 1, p. 3). This requires being responsive to diverse cultural communities, languages, family structures, abilities, and socioeconomic backgrounds.

To support these contributions in curriculum planning, this key topic is divided into three subtopics. Each emphasizes features of the curriculum framework that focus on working with each child as an individual: universal design, individualizing curriculum, and forming partnerships with families.

Please note that the same active learning segments for the Universal Design, Individualizing, and Family Partnerships subtopics are used in the social-emotional development, language and literacy, and mathematics domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to expand the subtopics across domains. Note, however, that the content for this key topic for English-language development has some unique content.

Information Delivery
The following content from the California Preschool Curriculum Framework, Volume 1 (PCF, V1) is referenced in this key topic and may be delivered through lectures and/or assigned readings.

- California’s Preschool Children (pp. 3-5)
• Universal Design for Learning (p. 13)

• Domain guiding principle in social-emotional development: “Support social-emotional development with intentionality” (p. 39)

• Overarching principle: “Individualization of learning includes all children” (pp. 7-8)

• “Partnering with families in curriculum planning” (p. 23)

Point out that Appendix D in the PCF, V1, Resources for Teachers of Children with Disabilities or Other Special Needs, could be a starting point for students in finding supports for supporting the English-language development of young children with disabilities or special needs (pp. 319-322).

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**Active Learning**

**Subtopic 1: Universal Design**

The application of this subtopic to children who are English learners requires that teachers be able to distinguish between a language difference and a language delay or disability. This means that teachers need to know where each child is in developing language skills in his/her home language and at what stage each child is in his/her second-language learning.

There are two activities in the instructional guide to the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* (PEL Resource Guide) that could be used here to ensure that students are aware of this concept and are familiar with ways to distinguish between difference and delay or disability. The instructional guide is available on the Faculty Initiative Project (FIP) Web site (www.wested.org/facultyinitiative/) and the two recommended activities are on pages 60 and 67 of the instructional guide for Chapter 7 of the PEL Resource Guide. There are some accompanying worksheets to the above mentioned PEL Resource Guide activities that will help students develop skills for distinguishing language and cultural factors from delay or disability. It is strongly recommended that this issue be addressed here before proceeding to the rest of this subtopic.
Getting it started

Begin by having students read the definition of and key points about universal design for learning described in the framework (PCF, V1, p. 13). Write each approach (i.e., “multiple means of representation,” “multiple means of expression,” and “multiple means of engagement”) at the top of a sheet of chart paper. Because these concepts may be new to your students, it is suggested that you spend some time discussing each one by reviewing the examples provided in the PCF, V1 and providing some additional ones. Also encourage students to share any experiences they have had with adapting curriculum for young children with disabilities or special needs. Ask a few students to write these examples from the PCF, V1 under each heading.

Keeping it going

The following could be done as an out-of-class assignment.

Point out to students that suggestions for supporting children with disabilities and special needs are included in the interactions and strategies.

Assign students in pairs or small groups to different strands or substrands and ask them to review the interactions and strategies. Ask them to find those interactions and strategies that would be useful in working with children with disabilities or special needs.

They are likely to find that most are useful for all children if applied with reflection and intention.

It is important to point out here that partnering with special education early childhood education staff is an essential part of determining appropriate adaptations for a child with a disability or special need.

Taking it further

Have students work individually or in small groups to review the interactions and strategies that they found. Have students write each interaction or strategy on a half sheet of paper or large Post-it® note. Then ask them to decide if they fall under “multiple means of representation,” “multiple means of expression,” or “multiple means of engagement.” You will also need a category that is related to knowing where children are in developing their English language skills. Remind students that some may fall under more than one heading.
Then ask them to place the note on the chart paper with the appropriate heading. You could also have students do this by labeling three sheets of paper or three columns on a sheet of paper with the three approaches and writing the suggestions under their chosen heading.

After students have finished posting their suggestions on the appropriate categories, discuss why they made their matches.

**Putting it together**
You may wish to conclude this subtopic by having students discuss the following questions:

- What are some of the key concepts in universal design?
- Which concepts were clear to you? Which concepts were confusing?
- What other questions do you have about universal design related to children who are English learners?
- What resources do you think would be most helpful to you in your work?

**Another approach**
This could be done instead of the preceding exercises or in addition to them as an expansion.

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs who are also English learners. This is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be made responsive to the needs of all children. Suggestions for panelists are early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, and bilingual preschool teachers with experience in including children with disabilities in their classes, and parents of children who are English learners with disabilities or special needs.

Ask the presenters to address the importance of being able to distinguish between language difference and delay or disability and some of the special challenges of supporting children with language delays or disabilities who are also English learners. If
students are not familiar with special education, ask the presenters to also give a brief overview that includes a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, and other specialists can work with teachers in preschool programs to figure out and/or provide the adaptations for each child who has a disability.

Ask students to note examples of each of the three universal design approaches from page 13 of the PCF, V1 that the speaker or panelists describe that support children who are English learners and also have disabilities or special needs.

After the speakers have left, ask students to write any additional suggestions from the speaker or panel on the chart papers or their own lists.

Ask students to respond to the following questions individually or through a class discussion:

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting children who are English learners and also have an identified language delay or disability? What concerns you?
- What new or different perspectives do you have? How has this discussion been helpful?

**Subtopic 2: Individualizing**

**Getting it started**

Begin this subtopic by reviewing the section in the framework titled “California’s Preschool Children” (PCF, V1, pp. 3-5). Also be sure students are familiar with “The Cultural Context of Learning” (PCF, V1, p. 185). Have students find and summarize the key points and share them through a classroom discussion.

**Keeping it going**

Next have students read the sixth overarching principle, “Individualization of learning includes all children” (PCF, V1, pp. 7-8).

Ask students to give examples of differences you might see in
different children for each of the characteristics described in the sixth overarching principle: “... temperamnet, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions ...”

Ask some students to chart or take notes of the examples.

**Taking it further**
Assign a substrand to individual or groups of students and have them review the interactions and strategies for the assigned substrand. As they review the interactions and strategies, ask them to note ways that the strategy can help teachers get to know children individually, including strengths in home language and where each child is in developing his/her English-language skills.

After the students have had time to identify examples in their assigned strategies and interactions, ask for some students to share one or two of their ideas with the whole class. Continue the discussion until students have a good sense of how the interactions and strategies can support individualization for children.

**Putting it together**
Conclude this subtopic by having students consider the following questions that could help them get to know the individual characteristics of children who might be in their classrooms and how to plan for each child’s continuing progress in English-language development:

- What kinds of documentation could you use to help you understand individual children in terms of their English-language development?
- What are some ways you could get to know the families of individual children?
- How could you learn about the child’s language and community?
- How could you find out what things a child is interested in?
- What different kinds of information about the child could you obtain by observing her during the different parts of the daily routine?
• What are some ways you could determine each child’s strengths in his home language?

Subtopic 3: Family Partnerships

Note to faculty: For children who are English learners, there are some unique considerations when forging partnerships between school and home. Some of these are addressed in the PEL Resource Guide in Chapter 2, “Preschool English Learners, Their Families and Their Communities.”

Getting it started

Point out to students that in the PCF, V1 there is a section entitled “Engaging Families” at the end of each strand (PCF, V1, pp. 194, 204, 217, and 222). In each of these sections, ideas are listed to give to families for use at home. Assign groups of students to each strand and have them list a brief summary of each strategy in their strand on pieces of chart paper—two strategies per sheet with blank space between the two strategies or as headings for two columns. Then ask them to list examples or expansions from the framework under each strategy and post their chart sheets on the wall.

Keeping it going

Next have the groups move to another sheet of strategies and add other ideas for implementing the strategy. This is similar to a brainstorming activity, so allow about 5 minutes per rotation and continue until all groups have added ideas to all the strategies.

Taking it further

Continue this exercise by having students review pages 3-5 of the PCF, V1, “California’s Preschool Children,” and identify examples of how children’s families are diverse.

Ask students to next think about other ways families are unique:

• Family composition in the home including primary caregivers, siblings, other family members
• Length of time in the United States
• Parents’ educational experiences in the U.S. or other countries
• Parents’ literacy skills
• Types of employment and work schedules
• Parenting beliefs and practices

Discuss how each of these characteristics might impact children’s English-language development.

Next have the students identify any considerations or additional ways to individualize the strategies for families. You could do this as a large group discussion or have the original groups add the considerations and additional strategies for their strand. Each group could then present its ideas.

**Another approach**

Instead of having students brainstorm ways to implement the strategies for engaging families (described in “Keeping it going”), ask students to interview teachers and/or parents to identify examples. These interviews could be conducted in different ways:

• Students first ask teachers and parents for ways that they have partnered and the students then list these examples under the different strategies.

• Assign students different strategies and have them ask teachers and parents for examples for those specific strategies.

**Putting it together**

Conclude this subtopic by having students respond to these questions:

• What considerations or ideas about the influence of families on children’s English-language development caught your attention?

• Which ones resonated with you because of your experiences with children and families?

• Which strategies or interactions do you think are most important to include in order to build strong partnerships with families that foster children’s English-language development?
**Reflection**

You could have students reflect on this key topic by having them respond to the following questions for each subtopic or for the overall key topic. This could be done through journaling or as a discussion.

- What ideas stood out most for you today?
- Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new perspective to your work now or in the future?
- What further information or support do you need?
- What first step do you need to do?

• What is a first step you would take in building these partnerships?
Universal Design, Individualizing, and Family Partnerships

California Preschool Curriculum Framework
Volume 1

Universal Design

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement
Universal Design

- What are some of the key concepts in universal design?
- Which concepts were clear to you? Which concepts were confusing?
- What other questions do you have about universal design related to children who are English learners?
- What resources do you think would be most helpful to you in your work?
“Individualization of learning includes all children”

What kinds of documentation could you use to help understand individual children in terms of their English-language development?

What are some ways you could get to know the families of individual children?

How could you learn about the child’s language and community?
**Individualizing**

- How could you find out what things a child is interested in?
- What different kinds of information about a child could you obtain by observing during different parts of the daily routine?
- What are some ways you could determine each child's strengths in his home language?

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**Family Partnerships**

- What considerations or ideas about the influence of families on children’s English-language development caught your attention?
- Which ones resonated with you because of your experiences with children and families?
Family Partnerships

- Which strategies or interactions do you think are most important to include in order to build strong partnerships with families that foster children’s English-language development?
- What is a first step you would take in building these partnerships?

- What ideas stood out most for you today?
- Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new perspective to your work now or in the future?
- What further information or support do you need?
- What first step do you need to do?