



# Unit 5 – English-Language Development

## Getting Ready for the Unit and Connecting to Experience

### 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.

The PEL Resource Guide can be downloaded from [www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf), and the accompanying instructional guide can be found at <http://www.wested.org/facultyinitiative/pelguide.html>.

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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:



Slide 2

- 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?