Domain Guiding Principles

✔ 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?