

Preschool English Learners
Principles and Practices to Promote Language, Literacy, and Learning
A Resource Guide, Second Edition

CHAPTER 4 Paths to Bilingualism	
PRINCIPLE 4	
Language development and learning are promoted when preschool teachers and children creatively and interactively use language.	
PRINCIPLE 5	
Experimenting with the use, form, purpose, and intent of the first and second languages leads to growth in acquiring the second language.	
PRINCIPLE 6	
Continued use and development of the child’s home language will benefit the child as he or she acquires English.	
CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 1: Promoting Child Development and Learning NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 1: Understanding Young Children Standard 4: Promoting Child Development and Learning Standard 5: Knowledge of Integrated Curriculum	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
1.1 How the social interactions and physical environment of an early childhood setting impact children’s well-being and development 1.2 The impact of adult and peer interactions on language development 1.3 How children gain knowledge and understanding by building on prior experiences with their families and community 1.4 Language and literacy development 1.5 Theoretical basis for supporting bilingualism 1.6 Multiple pathways to bilingualism	1.1 Consider and plan for how language learning, home language support, and communication goals will be addressed in the program and for all children 1.2 Build on previous linguistic experiences of children, particularly what children know in their home languages 1.3 Articulate and demonstrate practical ways to connect first and second languages 1.4 Develop and implement strategies to support children’s language and literacy development
CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 2: Building Family and Community Relationships NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 7: Family and Community Partnerships	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
2.1 Methods to connect home and school language practices 2.2 The range of parents’ knowledge about the ways that language is learned and bilingualism	2.1 Incorporate families’ languages, cultures, and customs into the program 2.2 Discuss specific information regarding the multiple pathways to bilingualism with families

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 3: Assessment Standard 5: Knowledge of Integrated Curriculum	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 4: Teaching and Learning NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 1: Understanding Young Children Standard 2: Equity, Fairness, and Diversity	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
4.1 Research on teaching strategies as related to early development and learning, including bilingualism 4.2 How culturally responsive teaching practices, curricula, and program environments can influence children’s learning and development 4.3 The importance of supporting children’s development of their primary language and culture as a foundation for continued learning	4.1 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children’s development with sensitivity to language and culture 4.2 Promote language development by creatively and interactively using language with children. 4.3 Provide opportunities for children to experiment with the use, form, purpose, and intent of the first and second languages 4.4 Develop processes for integrating families’ child-rearing and language practices in the program 4.5 Support children’s development of their primary language
CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 5: Growing as a Professional NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 8: Professional Partnerships Standard 9: Reflective Practice	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
5.1 Current issues and topics in the field of early childhood education, such as bilingualism and the needs of English language learners	5.1 Identify and describe current issues in the field of early childhood education 5.2 Educate policy makers, parents, and community members about early childhood education practices