

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

CHAPTER 5 Stages and Strategies in Second Language Acquisition	
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 Stages of second language acquisition 1.6 Social and cognitive strategies children use when learning a second language	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 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 stages and phases of acquiring a second language 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:
3.1 Language and literacy development	3.1 Discuss specific information regarding

<p>3.2 Stages of second language acquisition</p> <p>3.3 Social and cognitive strategies children use when learning a second language</p> <p>3.4 How children’s current use and acquisition of a second language, as well as their home language, affect assessment procedures, documentation, and findings</p> <p>3.5 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds</p>	<p>stages and phases of acquiring a second language with families</p> <p>3.2 Accurately document and assess the development and learning of children who are acquiring a second language</p> <p>3.3 Use assessment findings to provide programming that support children in acquiring a second language</p> <p>3.4 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds</p>
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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:
<p>4.1 Research on teaching strategies as related to early development and learning, including bilingualism</p> <p>4.2 How culturally responsive teaching practices, curricula, and program environments can influence children’s learning and development</p> <p>4.3 The importance of supporting children’s development of their primary language and culture as a foundation for continued learning</p>	<p>4.1 Implement strategies for responding to stages of communication that children move through as they learn a second language</p> <p>4.2 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children’s development with sensitivity to language and culture</p> <p>4.3 Develop processes for integrating families’ child-rearing and language practices in the program</p> <p>4.4 Support children’s development of their primary language</p>

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:
<p>5.1 Current issues and topics in the field of early childhood education, such as bilingualism and the needs of English language learners</p>	<p>5.1 Identify and describe current issues in the field of early childhood education</p> <p>5.2 Educate policy makers, parents, and community members about early childhood education practices</p>