

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

CHAPTER 6 Code Switching and Language Loss
PRINCIPLE 7
Code switching is a normal part of language development for many bilingual children.

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 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, including code switching and language loss as a phase in bilingual language development	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 Families’ roles and beliefs as related to language and literacy development 2.2 Ways to involve families in their children’s development and learning 2.3 Methods to connect home and language practices 2.4 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 Provide opportunities for all families to become engaged in the program and their children’s learning and development 2.3 Discuss specific information regarding stages and phases of acquiring a second language with families

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

<p>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</p>	
<p>KNOWLEDGE Students demonstrate an understanding of:</p>	<p>SKILLS Students are able to:</p>
<p>3.1 Language and literacy development, including code switching and language loss as a phase in bilingual language development 3.2 How children’s current use and acquisition of a second language, as well as their home language, affect assessment procedures, documentation, and findings 3.3 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds</p>	<p>1.1 Discuss specific information regarding stages and phases of acquiring a second language with families 1.2 Accurately document and assess the development and learning of children who are acquiring a second language 1.3 Use assessment findings to provide programming that support children in acquiring a second language 1.4 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds</p>
<p>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</p>	
<p>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</p>	
<p>KNOWLEDGE Students demonstrate an understanding of:</p>	<p>SKILLS Students are able to:</p>
<p>4.1 How culturally responsive teaching practices, curricula, and program environments can influence children’s learning and development 4.2 The teacher’s role in encouraging and supporting appreciation and respect for individual and group similarities and differences 4.3 How teachers’ own values affect their attitudes and behaviors in the classroom 4.4 The importance of supporting children’s development of their primary language and culture as a foundation for continued learning</p>	<p>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 Develop processes for integrating families’ child-rearing and language practices in the program 4.3 Support and teach children to appreciate and reflect on individual and group similarities and differences 4.4 Support children’s development of their primary language</p>
<p>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</p>	
<p>NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 5: Growing as a Professional NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 8: Professional Partnerships Standard 9: Reflective Practice</p>	
<p>KNOWLEDGE Students demonstrate an understanding of:</p>	<p>SKILLS Students are able to:</p>
<p>5.1 Current issues and topics in the field of</p>	<p>5.1 Identify and describe current issues in the field</p>

<p>early childhood education, such as the need for high-quality preschool programs, the impact of societal changes on the need for preschool, research on early brain development, the needs of English language learners, and preparing children for kindergarten</p>	<p>of early childhood education 5.2 Educate policy makers, parents, and community members about early childhood education practices</p>
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