ENGLISH LANGUAGE LEARNERS
EARLY CHILDHOOD

Teacher & Leadership Guide

**Prepared By
Sonia Soltero
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INTRODUCTION

This *Teacher and Leadership Guide* is intended as a resource for Early Childhood administrators, teachers and other educators who work with children who are developing English proficiency. The primary aim of this resource guide is to present information and recommendations about best practices in addressing the needs to English language learners (ELLs) and their families.

Native Language Instruction

Young children benefit cognitively from learning more than one language. For ELLs, transitioning from their first language to English before they have a strong foundation in their mother tongue can have long-lasting negative academic and linguistic effects. Early childhood teachers should understand that acquiring more than one language does not delay the acquisition of English or interfere with academic achievement in English when both languages are supported. On the contrary, research on children who acquire English after their home language has been developed, show that young children have the capacity to learn more than one language during the primary school years and that this bilingual ability offers long-term academic, cultural, and economic advantages. Neuroscientists and psycholinguists point to the positive effects of learning two languages during the infant-toddler years and also to the human brain's broad capacity to learn multiple languages. In addition, young children learning two languages have more neural activity in the parts of the brain associated with language processing. This increased brain activity can have long-term positive effects on cognitive abilities, such as those that require focusing on the details of a task and knowing how language is structured and used.

Young ELLs with extended learning opportunities in their home language consistently outperform those who attend English-only programs on standardized tests in English during the middle and high school years. Research shows the link between high quality preschool programs and higher academic achievement in school, lower special education referral rates, higher rates of high school graduation, and increased college attendance. Implementation of appropriate education practices is especially important for PK ELLs.

Research-based principles for educating PK ELLs (Garcia, Jensen and Scribner 2009)
- Academic support for young children in their native language improves long-term English acquisition.
- PK ELLs who are immersed in English instead of participating in bilingual or ESL programs show decreases in reading and math achievement, higher high school dropout rates, and lower test scores.
- Neuroscientists and psycholinguists have established that oral language is the foundation for reading acquisition and that reading skills must be built on a strong oral language base.

Terminology

Many terms are used to refer to children who are not yet proficient in the English language. As with all labels, none of these terms reflect 100% the complexity of children who are not native born speakers of English. Below is a brief review of the terms as well as other terminology to refer to programs and the language itself.

Students

English Language Learners	ELL	Widely used term. May be perceived as too focused on English rather than on bilingual mature of ELLs.
English Learner	EL	Recent term used in CA and other states.
Dual Language Learner	DLL	Recent term used in early childhood education to refer to ELLs as a more accurate representation of children's bilingualism. Problematic because it is a term associated with Dual Language Programs.
Emergent Bilingual	EB	Recent term used by some to refer to the bilingual nature of ELLs who are developing English.
Limited English Proficient	LEP	Used by the government. No longer used by educators because of negative inference to "limitations"
Students with interrupted education	SIFE	Older ELLs who have had limited or no schooling, typically refugees or formal students from rural areas.

Language

Native language	L1	Also known as first language or mother tongue.
Second language	L2	Children second language, typically English.
English Language Development	ELD	Used by WIDA for English language standards.
Language Other than English	LOTE	Used to refer to children L1.

Programs

Transitional Bilingual Education	TBE	Programs that include native language for instruction (plus ESL). IL law requires that schools/centers that have more than 20 children of the same language offer TBE
Transitional Program of Instruction	TPI	Programs that include ESL. IL law requires that schools/centers that have more than 20 children of the same language offer TBE
English as a Second Language	ESL	Instructional programs guided by WIDA standards that use ESL strategies.
Dual Language Education	DLE	Program that aims to develop both the L1 and L2. Two-way dual programs have English native speakers and native speakers of a LOTE. In one-way dual programs all children are LOTE speakers.

Demographics

The number of school-age children will increase by 5.4 million from 2005 to 2020 and the main growth will come from children of immigrant families (Fry 2008). Children with English language learning needs represent a large and growing share of the PK-12 student population.

There are 207,417 ELLs in Illinois, an increase of about 10,000 students from SY 2011. Chicago Public Schools has the largest number with almost 70,000 ELLs. Just sixteen years ago, ELLs were at about 100,000; thus during this time, the ELL population has nearly doubled. More than 144 languages were spoken by ELLs in 2011, with Spanish spoken by 81% of ELLs. The other nine languages with the largest numbers of speakers were Polish, Arabic, Urdu, Tagalog, Korean, Gujarati, Cantonese, Vietnamese, and Russian. Spanish is the predominant language spoken by ELLs in Illinois. The majority of ELLs were in the early childhood grades PK-3 with 63% (Bilingual Education Programs and English Language Learners in Illinois: SY 2012 Statistical Report).

Illinois will see a continued increase in ELLs as more districts identify PK ELLs for bilingual/ESL instruction. From 2010 to 2011, there has been a dramatic increase in the number with more than 17,000 PreK ELLs identified as receiving services. Based on trends, there are probably at least another 40,000 PK ELLs eligible for pre-school bilingual and ESL services. This number is based on the fact that there are over 31,000 ELLs at the K level (Illinois Advisory Council on Bilingual Education Report, 2013).

The majority of ELLs are Latino and represent almost half of all Latino children (45%) in Illinois schools. Many factors, such as poverty, lack of English proficiency, and lack of access to social support systems place Latino children at higher risk of academic underachievement than other groups. Latino students have the largest high school dropout rate in the United States and have experienced an alarming rate of school failure. Access to linguistic and culturally responsive Early Childhood programs is essential to narrow the achievement gap for Latino ELL children.

Distribution of ELLs by Grade Band in Illinois

GRADE	% ELLS
PK	9%
K-3	55%
4-6	18%
7-8	8%
9-12	10%

Illinois State Law

Under 23 Illinois Administrative Code Part 228 Transitional Bilingual Education, children who are ELLs must be identified by administering a home language survey and conducting an English language proficiency screening process for children who come from a language background other than English. PK programs must offer a language instruction program for ELLs. Article 14C-3 of the Illinois School Code requires that one of two types of programs be provided for all PK-12 grade ELLs:

1. Transitional Bilingual Education (TBE)

When 20 or more ELLs of the same language are enrolled in the same school or attendance center. TBE programs must provide instruction in the home language and ESL. TBE teachers are required to be licensed and have bilingual endorsement. Bilingual teachers must demonstrate proficiency in their target language and in English.

2. Transitional Program of Instruction (TPI)

When 19 or fewer ELLs of the same language enrolled in a school or attendance center. TPI programs must include instruction or other assistance in a student's L1 to the extent necessary as determined by the student's level of English language proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. TPI teachers must hold teacher licensure and ESL endorsement.

A PK ELL is a child that...

1. Comes from a home where a language other than English is spoken by the student and/or by the student's parent, guardians, or anyone else who resides in the household; and

2. Does not demonstrate English language proficiency in a research-based English language proficiency screening procedure that is developmentally appropriate for the student.

English Language Proficiency Screening and Placement

All children identified as coming from homes where a language other than English is spoken on the home language survey must be screened with the WIDA MODEL to determine ELL status and placement in the TBE/TPI program in K. Children who were identified as ELL in PK but meet the State English proficiency standard when screened for K should be enrolled in the same manner as other students who demonstrate English proficiency on the WIDA MODEL.

Frequently Asked Questions about the Illinois Law for PK (for more information see ISBE 2014, http://www.isbe.net/bilingual/pdfs/preschool_faq092611.pdf

1. Which PK programs are included under the Transitional Bilingual Education rules?

All PK programs for children ages 3-5 administered by a public school district, including PK programs that are subcontracted by districts to community organizations and PK programs that districts administer regardless of the source of funding for the programs.

2. How are potential ELL children identified in preschool?

Families of all PK children new to the school/center must be given the home language survey (HLS) by the first day the student starts to participate in the program. The HLS contains two questions. If the answer to one or both of the questions is "yes" then the school/center must screen the child for English language proficiency.

3. How does the program determine whether children are are proficient in English in PK?

The district must establish standard English language proficiency (ELP) research-based screening procedures to determine English language proficiency level, minimally in the domains of listening and speaking. This can include an established assessment such as the pre-IPT.

State rules indicate that the screening procedures must:

- Be age and developmentally appropriate;
- Be culturally and linguistically appropriate for the children being scre ened;
- Include one or more observations using culturally and linguistically appropriate tools;
- Use multiple measures and methods (home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);
- Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and
- Involve staff knowledgeable about PK education, child development, and first and second language acquisition.
- Screening procedures may be modified to accommodate the special need of children with IEPs.

4. What communication with parents is required when a child is identified as an ELL?

The district must notify the parent in writing that the child has been placed in a TBE or TPI program within 30 days after the beginning of the school year or 14 days after enrollment in the program during the middle of the school year. The notification letter must be in English and the home language of the child and must address the areas required under Section 14C-4 of the Illinois School Code.

5. What type of certification is required to teach ELLs in PK?

- To provide bilingual instruction to PK children, a teacher must hold Early Childhood license with a bilingual endorsement or both an Early Childhood license and a Type 29 provisional certificate.
- To provide ESL instruction to PK children, a teacher must hold an Early Childhood license with a bilingual or ESL endorsement or both an Early Childhood license and a Type 29 provisional certificate.

6. By July 1, 2016 are all PK teachers required to hold a bilingual or ESL endorsement?

No, only PK teachers who provide native language/ESL instruction to ELLs must hold the appropriate endorsement.

ESSENTIAL ELEMENTS OF BILINGUAL EDUCATION

Common Misconceptions about Bilingualism:

My child is going to get confused.
Many research studies have proven that bilinguals have more flexibility in thinking and resolving problems.

I am going to teach them the first language at home.
Yes, but only everyday conversational language, not academic language, or how to read and write.

Immigrants don't want to learn English.
By the second or third generation, many children don't speak the language of their grandparents (or parents).

Children learn English quickly.
Everyday conversational English yes, but academic English needed for school takes 5-7 years to learn.

Immersion in English is better.
It is easier to learn how to read, write, etc. in the language that one knows well than in a new language.

My children don't need their first language.
The first language is the foundation for learning English and is the connection to the family and culture.

The only thing that matters is English.
Knowing more than one language has many advantages: economic, academic, and sociocultural.

What happens when teachers tell parents (who don't speak English well) to speak English at home:

- There is a break in family unity
- Emotional bonds are at risk
- Parents' authority is lost
- Important values are not transferred from parent to child
- Children develop shame about their origins

What to tell parents about the mother tongue:

- Instill pride about the L1 & culture in their children
- Not be embarrassed or ashamed of the L1 & culture
- Continue to teach the L1 to children because it is cognitively and socially beneficial
- Explains how developing a strong L1 helps to transfer skills to English
- Continue to share experiences with children and talk about them often in their L1
- Engage in storytelling of folktales, personal experiences, traditional stories in the L1
- Sing songs and tell rhymes in the L1
- Read, read, read to their children in the L1

The importance of the native language:

- The native language is the foundation for the development of English.
- Similarities between the two languages are used.
- The brain functions to connect to what we already know (prior knowledge).
- *The native language is considered to be "prior knowledge."*

Concepts known in the native language can be transferred to English. Concepts already learned in the native language do not have to be re-learned in English so children only have to learn the new terms in English. For example, if I know what dinosaurs are in Spanish, I don't have to relearn the concept, only the English language associated with dinosaurs. Academic and language skills in the native language transfer to English.

Cognates

High-Frequency Cognates		False Cognates	
color	color	exit	éxito
music	música	soap	sopa
doctor	doctor	large	largo
family	familia	carpet	carpeta
animal	animal	grab	grabar

A cognate is a word that has similar meaning, spelling and pronunciation in two or more languages. Spanish and English share many cognate words. Teachers should be aware that although cognates are common between Spanish and English, Spanish speaking ELLs may not necessarily know the word and concept in the native language. For example, a child may not know the word "*triangulo*" in Spanish so this won't be transferred to *triangle* in English. For the cognate strategy to be effective, ELLs need to already know the concept and word in the native language before it can be transferred. There are also some false cognates that sound the same but have different meanings, such as exit and exito.

Types of Bilingual Programs

Subtractive Language Programs		Additive Language Programs	
• Language Goal:	monolingual	• Language Goal:	bilingual/biliterate
• Cultural Goal:	monocultural	• Cultural Goal:	multicultural
• Approach:	transitional	• Approach:	maintenance
• Perspective:	remedial	• Perspective:	enrichment
• Orientation:	assimilation	• Orientation:	acculturation

Replaces the native language with English
Transitional Bilingual

Add English to the native language
Dual Language
Maintenance
Developmental
Enrichment

Supporting Young ELLs

- Hire staff who reflect children's language and culture
- Help children learn language with songs, rhymes, and repetition
- Model correct English rather than correct children's errors
- Use visual displays, realia and picture books
- Show parents how they can help
- Value parents as the child's first teacher
- Provide books and materials in the child's home language
- Pay attention to how the home language is used
- Invite parents and community members to help make the program bilingual and bicultural (and multilingual when possible)
- Invite parents to talk about their children's language education
- Incorporate the culture of the children in the curriculum
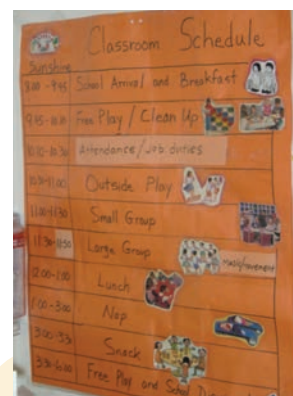
INSTRUCTIONAL PRACTICES

Effective instructional practices for young ELLs are based on constructivist instructional approaches. Constructivist approaches engage children in critical thinking and problem solving, are connected to content areas, and rely on meaningful learning activities. Constructivist instruction includes:

The following instructional approaches and methods make up some of the best practices that should be included in quality ELL education programs.

Active engagement & learning
Authentic learning
Learner-centered
Meaningful tasks
Interactive learning
Problem-based learning
Critical thinking activities
Integrated curriculum
Hands-on learning
Multisensory learning

Language & Literacy:

- Shared reading
- Shared writing
- Read alouds
- Songs and Rhymes
- Finger plays
- Dramatization
- Learning trough play
- Inventive spelling

Content and Literacy:

- Cooperative learning
- Differentiated instruction
- Inquiry-Based Learning
- Learning centers
- Thematic approach
- Total Physical Response
- Preview-Review

Culturally-Responsive Instruction

Including the experiences, prior knowledge, and abilities that ELLs bring to school should be used as bridges for developing language, academic competence, and positive self-esteem. Understanding each student's background is essential for teachers to make the most appropriate instructional choices for ELLs. Culturally-responsive instruction includes the use of children's native language in the classroom print and instructional materials, such as books and songs. Incorporating children' cultures in the lessons is also beneficial for ELLs who will be more receptive to school when they see that their background is valued and respected.

Language and Literacy Instructional Approaches

Balanced Literacy: Instructional approaches that develop literacy skills by incorporating a number of activities including: read-aloud, shared reading, independent reading, interactive reading, phonological awareness, shared writing, modeled writing, interactive writing and independent writing. Shared reading and writing are typically done with the whole class.

Read-Aloud: An activity where teachers or children read aloud to the class. Hearing the material allows children to listen to ideas and vocabulary they may not be ready to read on their own and introduces them to new genres.

Retelling: Recall of something heard or read, usually in the order in which it was presented. As a method of assessment, it allows the teacher to make judgments about the student's ability to construct meaning.

Shared Reading and Writing: An interactive reading and writing experience where children join in the reading of a big book or other enlarged text or join in the writing of a collaborative text. In shared reading, typically a pattern language or predictable text is read multiple times while each reading attends to certain literacy skills. In shared writing the teacher and children write a story, report, or poem together while also attending to literacy skills.

Talk/Think-Aloud: Explicit modeling in which the teacher orally explains the cognitive process in accomplishing a task (explains his/her own thinking aloud). The teacher might say "Let's see, to draw a flower I should start in the center of my paper and draw a circle, then I can draw the petals with several circles connected to the circle in the middle".

Content and Literacy

Cooperative/Collaborative Groups: Student arrangement in which positive interdependence and shared responsibility for completing tasks are established among group members. This type of organizational structure encourages heterogeneity (both academic and linguistic), shared leadership, and social skills development. Cooperative learning relies on intergroup strategies such as:

Think-Pair-Share: An activity in which children think about a topic provided by the teacher. Then, children pair-up with one another to discuss their thoughts on the topic. Finally they share their thoughts with the class.

Inquiry-Based Learning: An approach to teaching and learning in which children deepen their understanding of the underlying principles of a domain by conducting investigations. These investigations typically include asking questions, making predictions, gathering evidence, and constructing explanations. Example of inquiry-based learning include engaging in the process of scientific inquiry (the life cycle of butterflies) or research (gathering information and visuals about their families).

Interdisciplinary Teaching: Integrating the subject matter from two or more disciplines, such as English and Social Studies, often using themes such as inventions as overlays to the study of different subjects.

Learning Centers: Stations setup for children to work collaboratively or individually on projects that are either content-focused or literacy-focused.

Modeling: When clear examples are provided to children of what is expected of them. Learners need to see and hear what a developing product looks like. A thoughtful teacher of ELLs models or "walks" children through various activities designed to increase competencies.

Scaffolding: Teacher support for learning and student performance of tasks through instruction, modeling, questioning, and feedback. Scaffolding activities provide support for learning that can be removed as children demonstrate increasing independence. These supports are gradually withdrawn as the student gains proficiency, transferring more and more responsibility to the child. The child is assisted by others and is able to achieve more than he or she would be able to do alone.

Sheltered Instruction: An approach to teach second language learners that integrates language and content. This approach provides ELLs access to academic content and promotes the development of the second language.

Total Physical Response (TPR): Generally labeled TPR, this approach was pioneered by James Asher and involves the teacher's skillful use of the command system of language to develop receptive language. Children respond physically rather than verbally and speech emerges naturally. TRP uses explicit speech and visual and physical clues to help children comprehend second language input. For example, the teacher can tell the children: "Pick a red crayon, take it to the table and put it next to the green paper" or "take three steps back then take one step to the side, and jump two time"

Instructional Materials

Literature for Language Development

| Predictable Books	Singable Books	Traditional Stories
Brown Bear, Brown Bear	Down By the Bay	Caps for Sale
The Carrot Seed	Over in the Meadow	The Gingerbread Man
The Chick and the Duckling	Five Little Monkeys	The Great Big,
Chicka Chicka Boom Boom	Five Little Ducks	Enormous Turnip
Do You Want to Be My Friend?	I Know an Old Lady	Hattie and the Fox
The Enormous Watermelon	What's the Weather Like ay?	It Looked Like Spilt Milk
Goodnight Moon	Ten in the Bed	The Little Red Hen
Have You Seen My Cat?	Teddy Bear, Teddy Bear	The Very Hungry Caterpillar
Is Your Mama a Llama?	Down by The Bay	The Three Billy Goats Gruff
Zoo Looking	Baby Beluga	The Three Little Kittens
Who Took the Cookies	Shake My Sillies Out	The Three Bears
from the Cookie Jar?	The Wheels on the Bus	The Three Little Pigs
The Hungry Caterpillar	Eensy Wincey Spider	Henny Penny

Literature for Cultural-Responsive Curriculum

Multicultural Children' Books

Grandma's Records by Eric Velasquez

So Much by Trish Cooke

Down be the River by Grace Hallworth

Nina Bonita by Ana Maria Machado

Manuela Color Canela by Elena Desser

The Farmers Wife by Idries Shah

The Name Jar by Yangsook Choi

Baya, Baya, Lulla-by-a by Megan McDonald

Animals Speak by Lila Prap

Going Home by Eve Bunting

Yoko by Rosemary Wells

Throw your Tooth on the Roof by Selby Beeler

These Hands by Hope Lynne Price

Calor: A Story of Warmth for All Ages by J. Alba

Whoever You Are by Mem Fox

La Alegría de Ser Tú y Yo by W. Nikola-Lisa

Being Bilingual is Fun, by Schwalm

Let's Eat! By A. Zamorano

Nochesita by Yuyi Morales

Los Gatos Black en Halloween by Yuyi Morales

Other essential resources include:

- children's literature in both languages
- Big Books in both languages
- music in both languages
- software in both languages
- instructional videos in both languages
- manipulatives
- toys and realia
- digital camera, tablets, computers
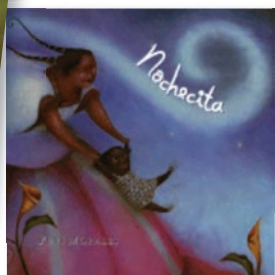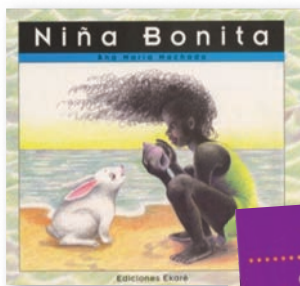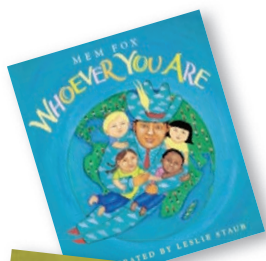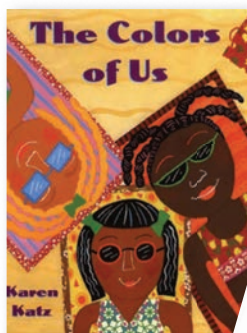
WIDA EARLY LANGUAGE DEVELOPMENT STANDARDS

The WIDA Early English Language Development (ELD) Standards provide descriptors of what young ELLs at various stages of second language proficiency can reasonably be expected to do in English. The WIDA ELD standards include Model Performance Indicators and Can-Do Descriptors which serve as examples of what appropriate tasks and supports look like for ELLs at different proficiency levels. The language proficiency levels identify the benchmarks for developing English as a second language. WIDA has also developed The Early Spanish Language Development Standards that provide the similar goals and objectives for Spanish language. These standards and other useful information can be downloaded at http://www.wida.us

WIDA Standards guide teachers' instruction and includes the social, instructional, and academic language children need to engage with peers, educators and the curriculum in schools.

Figure B: The Early English Language Development Standards

	Standard	Abbreviation
Early English Language Development **Standard 1**	English language learners **communicate** information, ideas, and concepts necessary for success in the area of **Social and Emotional Development**	The **language** of Social and Emotional Development
Early English Language Development **Standard 2**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Early Language Development and Literacy**	The **language** of Early Language Development and Literacy
Early English Language Development **Standard 3**	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
Early English Language Development **Standard 4**	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**	The **language** of Science
Early English Language Development **Standard 5**	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies
Early English Language Development **Standard 6**	English Language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Physical Development**	The **language** of Physical Development

Figure B: The Early Spanish Language Development Standards

	Standard	Abbreviation
Early Spanish Language Development **Standard 1**	Dual language learners **communicate** information, ideas, and concepts necessary for success in the area of **Social and Emotional Development**	The **language** of Social and Emotional Development
Early Spanish Language Development **Standard 2**	Dual language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Early Language Development and Literacy**	The **language** of Early Language Development and Literacy
Early Spanish Language Development **Standard 3**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
Early Spanish Language Development **Standard 4**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**	The **language** of Science
Early Spanish Language Development **Standard 5**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies
Early Spanish Language Development **Standard 6**	Dual Language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Physical Development**	The **language** of Physical Development

Age Clusters

Because there are significant developmental differences between 2.5-year-olds and 5.5-year-olds, both linguistically and cognitively, WIDA differentiates language development according to age clusters. According to WIDA, typically developing 3-year olds (monolingual or bilingual) cannot be expected to comprehend or produce language of the same complexity as that of 5-year-olds. The age clusters take this cognitive and linguistic "threshold" into account by defining specific language criteria for each of the following age groups:

• 2.5–3.5 years (30–42 months)
• 3.5–4.5 years (43–54 months)
• 4.5–5.5 years (55–66 months)

Language Domains

The WIDA ELD include two language domains—*receptive* (what children understand and read) and expressive (what children can say and write). According to WIDA, these oral language domains encompass the listening and speaking skills ELLs will need and use across all six standards. Children learning a second language typically understand more than they can express so it is important to pay special attention to receptive language skills. Although early literacy includes listening, speaking, reading, and writing, children rely mostly on oral language skills when participating in reading and writing activities at this early age. Thus, reading and writing have been incorporated into the receptive and expressive language domains of the E-SLD framework. (From WIDA Early Language Development Standards, 2013)

Developmentally-Appropriate Academic Language

The WIDA ELD standards have been adapted to fit the unique characteristics of young children's developing linguistic abilities during the early preschool years. The features of social, instructional, and academic language are outlined for two language criteria: *linguistic complexity and language usage.*

- **Linguistic complexity** refers to the quantity and variety of language used by children at the discourse level. Language features such as the length of utterances/interactions and how children understand and express their ideas are included in this category.

- **Language usage** refers to the types and use of structures, phrases, and words. Some features in this language criterion are: choice of intonation to convey meaning, types and variety of grammatical structures, match of language forms to purpose, specificity of word/phrase choice (vocabulary) and comprehensibility of language (forms, conventions, and fluency).

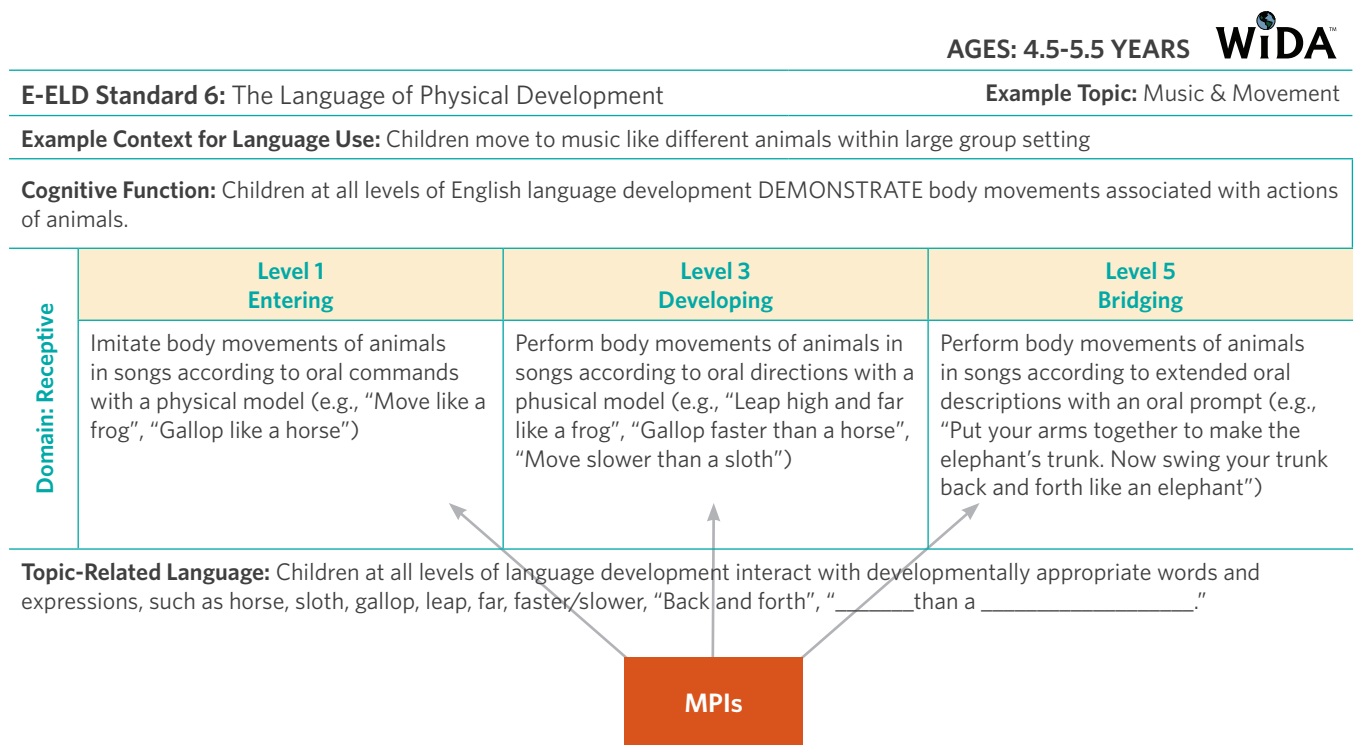| Language Criteria	Features
Linguistic Complexity *(Quantity and variety of oral language)*	Variety and length of utterances and interactions Understanding and expression of ideas
Language Usage *(Types and use of oral language structures, phrases, and words)*	Types and variety of grammatical structures match of language forms to purpose Formulaic phrases and expressions Choice of intonation and convey meaning Interpretation and ability to construct meaning at word/phrase level Specificity of word/phrase choice Comprehensibility of language

WIDA describes instructional support in terms of **sensory, graphic,** and **interactive** scaffolds for language development. **Sensory** and **graphic** supports such as using manipulatives, realia, visuals, graphic organizers provides ELLs contextualized scaffolds for easier processing of new information. **Interactive** supports such as having children work in small groups and pairs provides them opportunities to use the target language while processing new information and concepts.

Strands of Model Performance Indicators (MPIs)

Model performance indicators (MPIs) provide examples of how children are able to process or produce language within specific socio-cultural contexts at the three levels of early English language development within each age cluster.

An **MPI strand** consists of the three language levels of early English language development for a given topic and language domain, from Entering (1) through Bridging (5). The horizontal MPI strands illustrate the progression of language development for a given age cluster. MPI strands provide a consistent structure for early care and education practitioners to use when scaffolding or assessing children's language across a wide range of learning activities and environments. Figure H provides a sample MPI strand for the E-ELD Standard 6: The Language of Physical Development, ages 4.5–5.5.

Figure H: Strands of MPIs for Standard of Physical Development

AGES: 4.5-5.5 YEARS WIDA

E-ELD Standard 6: The Language of Physical Development	**Example Topic:** Music & Movement

Example Context for Language Use: Children move to music like different animals within large group setting

Cognitive Function: Children at all levels of English language development DEMONSTRATE body movements associated with actions of animals.

Domain: Receptive	Level 1 Entering	Level 3 Developing	Level 5 Bridging
	Imitate body movements of animals in songs according to oral commands with a physical model (e.g., "Move like a frog", "Gallop like a horse")	Perform body movements of animals in songs according to oral directions with a phusical model (e.g., "Leap high and far like a frog", "Gallop faster than a horse", "Move slower than a sloth")	Perform body movements of animals in songs according to extended oral descriptions with an oral prompt (e.g., "Put your arms together to make the elephant's trunk. Now swing your trunk back and forth like an elephant")

Topic-Related Language: Children at all levels of language development interact with developmentally appropriate words and expressions, such as horse, sloth, gallop, leap, far, faster/slower, "Back and forth", "_____than a _____."

MPIs

Each MPI is composed of three elements:

Language functions: describe how children will process or produce language. Children at all language levels can engage in higher level thinking according to their developmental capacity. The number and complexity of language functions used by children increases as language develops.

Content Stem (Topic): related to the content in state Early Learning Standards and Head Start's Child Development and Early Learning Framework. The content stem denotes WIDA's view that English language development should always be integrated within early childhood standards-based curriculum and play-based instruction.

Cognitive Function: offers information on the cognitive demand of the particular activity. The cognitive function is a reminder to educators that children need access to the same level of thinking challenge as their peers regardless of their language development.

WIDA ELD standards provide a developmentally-sound framework for supporting, assessing and instructing young ELLs, which align to WIDA ELD Standards for K-12 and corresponds to IL Early Learning Standards. The ELD standards provide a consistent and congruent framework for supporting and assessing the language growth of young ELLs through age appropriate, standards-based content from early PK through Grade 12. The ELD standards correspond to Early Learning Standards, Head Start's Child Development and Early Learning Framework, to support, instruct, and assess language development of young ELLs.

RESOURCES

Catalogues

Shen's Books (multicultural/multilingual)
www.shens.com

MantraLingua (English/multiple languages)
www.mantralingua.com

Benchmark
http://www.benchmarkeducation.com/esl-spanish/curriculum-instruction/instructional-settings/bilingual-dual-language-default

Benchmark big books
http://www.benchmarkeducation.com/esl-spanish/series-a-z/shared-reading-classics-en-espanol/where/language/spanish

Multilingual Books (multicultural/multilingual)
http://www.multilingualbooks.com/children.html

East West Discovery Press (multicultural/multilingual)
http://www.eastwestdiscovery.com

Star Bright Books (13 languages)
http://www.starbrightbooks.org

Lectorum
http://www.lectorum.com/

Websites

Colorin Colorado
http://www.colorincolorado.org/

ISBE
Resources for Supporting Preschool English Language Learners
http://www.isbe.state.il.us/earlychi/preschool/preschool_ell.htm

Meeting the Home Language Mandate Practical Strategies for All Classrooms
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthehomelangage.pdf

Illinois Early Learning Project
What Does the Research Say About Dual Language Learners?
http://illinoisearlylearning.org/faqs/dll.htm

Tip Sheets Helping Your Child Learn in Two Languages
http://illinoisearlylearning.org/tipsheets/bilingual.htm

A Resource Guide from the National Clearinghouse for English
Language Acquisition (NCELA) http://www.ncela.gwu.edu/resabout/ecell/

English Learning for Preschool English Learners
for preschool English Learners. http://www.edgateway.net/pub/docs/pel/home.htm

National Task Force on Early Childhood Education for Hispanics
http://www.ecehispanic.org/readings.html
http://www.headstartinfo.org/publications/hsbulletin78/cont_78.htm

Professional Development Books

Bauer, E. B. and Gort, M. (2011). *Early biliteracy development exploring young learners' use of their linguistic resources*. New York, NY: Routledge

Espinosa, L. M. (2014). *Getting it RIGHT for Young children From Diverse Backgrounds: Applying Research to Improve Practice*. Upper Saddle River, NJ: Pearson.

Garcia, E. E. and E. A. Frede (2009). *Young English language learners: Current research and emerging directions for practice and policy*. New York, NY: Teachers College Press

Garcia, O. and Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. New York, NY: Teachers College Press

Genishi, C. and Haas Dyson, A. (2009). *Children, language, and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press

Gonzalez, V. (2009). *Young learners diverse children. Celebrating diversity in early childhood*. Thousand Oaks, CA: Corwin.

Howes, C., Downer, J. T. and Pianta, R. C. (2011). *Dual language learners in the early childhood classroom*. Baltimore, MD: Paul. H. Brookes Publishing.

Nemeth, K. N. (2012). *Basics of supporting dual language learners: an introduction for educators of children from birth through age 8*. National Association for the Education of Young Children.

Roberts, T. A. (2009). *No limits to literacy for preschool English learners*. Thousand Oaks, CA: Corwin.

Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language*. Baltimore, MD: Paul. H. Brookes Publishing.
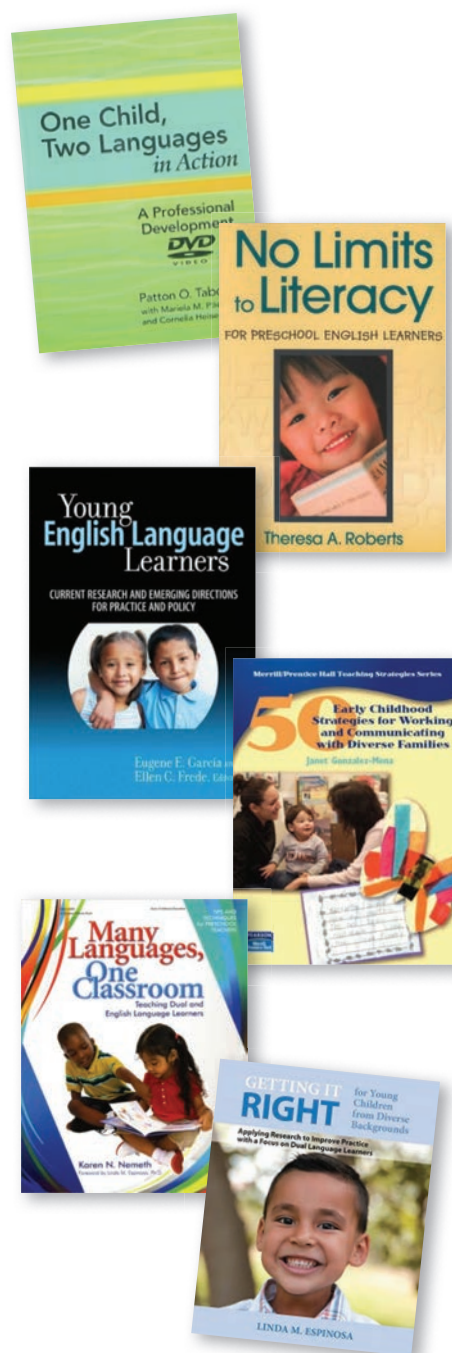
2840 North Milwaukee Avenue
Chicago, Illinois 60618

Phone: 773.384.4370
Fax: 773.384.0624

lsna.net