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| **The Right Stuff****Resources to Help Realize the** **Promise of Each Vermont Child**Colorful star |  |
| **Issue No. 9 June 2017** **Featured Component of the** [**Vermont Early Learning Standards**](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf) **(VELS)** **Children Who Are Dual Language Learners** *Vermont’s Early Learning Standards (VELS) highlight the importance of supporting the learning and development of young children in both the language(s) of home and the language(s) of the early childhood programs that support them.* **Dual Language Learners: Primed and Ready to Learn (0-3)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf)*This May 2017 fact sheet highlights the science of how infants who are exposed to more than one language manage to learn each language successfully.***Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs** [**https://www.acf.hhs.gov/sites/default/files/ecd/dll\_policy\_statement\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf) **(0-5)***This joint policy statement, from the US Departments of Health and Human Services and Education, was created to support early childhood programs and states by providing recommendations that promote the development and learning of young children, birth to age five, who are dual language learners (DLLs). The document describes specific challenges in policies and practices and makes recommendations to states.***Importance of Home Language Series**  **(0-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html)*This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.* **National Center on Cultural and Linguistic Responsiveness** **(0-5)** [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://hsicc.cmail20.com/t/j-l-hkzidd-hdekiidu-q/)(English) [**https://eclkc.ohs.acf.hhs.gov/hslc/Espanol**](https://eclkc.ohs.acf.hhs.gov/hslc/Espanol) (Spanish)*This website offers a wealth of free, downloadable resources, in English and Spanish, many of which relate directly to supporting young DLLs and their families. Go to the website to access handouts, webinars, videos, checklists, guiding principles, and more like the examples below.* * [Creating Environments that Include Children's Home Languages and Cultures](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-creating-environments.pdf)
* [Including Children's Home Languages and Cultures](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-childrens-home-languages.pdf)
* [Supporting Dual Language Learners with Classroom Schedules and Transitions](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-classroom-schedules-transitions.pdf)
* [Supporting English Language Development When Children Have Little Experience with English](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-supporting-english-language-development.pdf)

**Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)**[**http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf**](http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf)*This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.*¡[**Colorín Colorado!**](http://www.colorincolorado.org/)[**http://www.colorincolorado.org/**](http://www.colorincolorado.org/) **(0-9)***This is a bilingual site for families and educators of English language learners, featuring articles, videos, and resources. A section of this website is devoted to Vermont guidance and assessments for supporting children with home languages other than English* ([**http://www.colorincolorado.org/ell-basics/resources-state/vermont**](http://www.colorincolorado.org/ell-basics/resources-state/vermont))*.* **The Young Dual Language Learner: 20 Short Videos**  **(3-5)**[**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)*These videos demonstrate how monolingual English speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.***PreK-3rd: Challenging Common Myths About Dual Language Learners (3-9)** [**http://www.buildinitiative.org/Portals/0/Uploads/Documents/PreK-3rd%20-%20Challenging%20Common%20Myths%20About%20DLLs.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/PreK-3rd%20-%20Challenging%20Common%20Myths%20About%20DLLs.pdf)*This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language and presents current research evidence that can better guide our policies and our support for young DLLs.***Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)**[**http://iris.peabody.vanderbilt.edu/module/dll/**](http://iris.peabody.vanderbilt.edu/module/dll/)*This free, downloadable module offers an overview of young children who are dual language learners. It highlights the importance of maintaining children’s and families’ home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.***Reading Rockets** [**http://www.readingrockets.org/**](http://www.readingrockets.org/) **(3-9)***Reading Rockets offers a rich library of classroom strategies, articles, family tip sheets, FAQs, videos, research briefs and more — providing research-based and best-practice information for educators, parents, and others who work with young readers. Search under “dual language learners” or “English language learners” to find some great free resources.***World-Class Instructional Design and Assessment** (**WIDA)** [**https://www.wida.us/**](https://www.wida.us/) **(K-12)***WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA's “can do philosophy” believes in the assets, contributions, and potential of linguistically diverse students from PreK through Grade 12.* **English Language Learners in Vermont: Distinguishing Language Difference from Disability: A Resource Guide (K-12)**[**http://education.vermont.gov/sites/aoe/files/documents/edu-federal-programs-distinguishing-language-difference-from-disability.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-federal-programs-distinguishing-language-difference-from-disability.pdf)*This Guide has been designed with the premise that teachers, specialists, administrators, and family members will be best prepared to make appropriate referrals, design effective assessments, and make effective instructional decisions to support children with and without disabilities who are learning English.***Want more information about supporting young dual language learners and their families?**  A 20-page list of free, high-quality resources related to supporting young dual language learners is available at [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) **The Right Stuff** is compiled by Camille Catlett, supported by the Vermont Agency of Education, and funded by the Vermont Race to the Top Early Learning Challenge Grant. Highlighted resources are available in English and Spanish.To receive your copy of The Right Stuff each month, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**To suggest resources, please contact Camille Catlett at **camille.catlett@unc.edu** |