**Master Class 2**

**Supporting Culturally, Linguistically, and Ability Diverse Young Children who are Learning More than One Language and their Families**

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**Resources for Master Class 2 are available online at** [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

**The Science of Learning Two or More Languages**

HANDOUTS

**Challenging Common Myths About Young English Language Learners C**

[**https://www.fcd-us.org/assets/2016/04/MythsOfTeachingELLsEspinosa.pdf**](https://www.fcd-us.org/assets/2016/04/MythsOfTeachingELLsEspinosa.pdf)

**A Cultural Journey** [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

ADDITIONAL RESOURCES

**Benefits of a Bilingual Brain**

[**https://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli - review**](https://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli#review)

**The Benefits of Being Bilingual** [**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual.pdf)

**Experiences Build Brain Architecture**

[**https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/**](https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/)

**Igniting Bilingual Learning** [**https://www.youtube.com/watch?v=HE5fBAS6gf4**](https://www.youtube.com/watch?v=HE5fBAS6gf4)

**Importance of Home Language series**

[**https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series)

**The Linguistic Genius of Babies** [**http://www.youtube.com/watch?v=G2XBIkHW954**](http://www.youtube.com/watch?v=G2XBIkHW954)

**PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the 2008 Report**

[**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)

**Second Language Acquisition and Bilingual Processes as Foundations to Understanding Learners of More Than One Language**

HANDOUTS

**Stages of Second Language Acquisition** **<http://fpg.unc.edu/presentations/master-class-2>**

**A Three-Way Conversation** [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

**Vermont Personas Alignment Chart** [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

**Vermont Child Personas Birth – Grade 3** [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

**Young Dual Language Learners: Gathering Background Information** [**https://www.cde.state.co.us/early/youngduallanguagelearners**](https://www.cde.state.co.us/early/youngduallanguagelearners)

ADDITIONAL RESOURCES

Soyul from **The Young Dual Language Learner: 20 Short Videos**

[**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)

**Using Skilled Dialogue to Transform Challenging Interactions**

[**http://www.naeyc.org/membercontent/using-skilled-dialogue**](http://www.naeyc.org/membercontent/using-skilled-dialogue)

♥ Beyond Words: Effective Collaboration with Parents, Interpreters, Translators, and Special Educators

[**http://www2.cde.state.co.us/media/early/BeyondWords1/index.htm**](http://www2.cde.state.co.us/media/early/BeyondWords1/index.htm)

**Evidence-Based Strategies for Supporting Children who are Simultaneous or Sequential Learners of English**

HANDOUTS

**Strategies to Address Children’s Learning When They Are Dual Language Learners: A Self-Reflection Tool**

[**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

ADDITIONAL RESOURCES

**Storybook Reading for Young Dual Language Learners**

[**http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf**](http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf)

♥ **Gus the Bus - Preschool on Wheels**

[**http://www.cde.state.co.us/resultsmatter/gusthebus-preschoolonwheels**](http://www.cde.state.co.us/resultsmatter/gusthebus-preschoolonwheels)

♥ **The Sunshine Bus Preschool on Wheels Program Engaging Children and Families**

[**http://www.cde.state.co.us/resultsmatter/thesunshinebuspreschoolonwheelsprogramengagingchildrenandfamilies**](http://www.cde.state.co.us/resultsmatter/thesunshinebuspreschoolonwheelsprogramengagingchildrenandfamilies)

♥ **Using The Project Approach In a Spanish-Speaking Preschool Classroom**

[**http://www.cde.state.co.us/resultsmatter/gusthebus-preschoolonwheels**](http://www.cde.state.co.us/resultsmatter/gusthebus-preschoolonwheels)

**Resources to Support Your Work**

**Assume Nothing videos –** What Kind of Asian are You? [**https://www.youtube.com/watch?v=l08Pmh8hRVA**](https://www.youtube.com/watch?v=l08Pmh8hRVA)(p.4)

OVERALL RESOURCES

**Resources for Supporting Young Children Who Are Dual Language Learners And Their Families (0-9)**

[**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)

**Promoting the Educational Success of Children and Youth Learning English: Promising Futures** **(0-9)**

**<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>**

*The committee that was responsible for this report was charged with answering fifteen questions across two areas of focus: 1) children birth to 8 years old who are dual language learners (DLLs) and 2) children in K–12 schools who are DLLs. For instance, the committee was asked, “What are the roles of languages, culture, and cultural identity in the develop-ment of young children who are English Language Learners (ELLs)/DLLs?” and “What strategies and practices show evidence of supporting optimal transitions establishing a learning progression in a continuum of education for young ELLs/DLLs from birth through third grade (i.e., between home, early childhood education and care settings, pre-K, kindergarten, and through third grade)?”*

[**Colorín Colorado!**](http://www.colorincolorado.org/) **(0-9)**

[**http://www.colorincolorado.org/**](http://www.colorincolorado.org/)

*This is a bilingual site for families and educators of English language learners which features articles, videos, and other resources.*

* Best Practices for English Language Learners (video series)

[**http://www.colorincolorado.org/videos/classroom-videos/nea-claremont**](http://www.colorincolorado.org/videos/classroom-videos/nea-claremont)

* Multicultural Literature[**http://www.colorincolorado.org/books-authors/multicultural-literature**](http://www.colorincolorado.org/books-authors/multicultural-literature)

**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, and more.*

#  Specific Strategies to Support Dual Language Learners (DLLs) When Adults Do Not Speak Their Language

* [**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)
* [**Inviting and Supporting Cultural Guides and Home Language Models**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-supporting-cultural-guides-language-models.pdf)
* [**Language Modeling with Dual Language Learning Infants**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-infants.pdf)
* [**Language Modeling with Dual Language Learning Toddlers**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-toddlers.pdf)
* [**Planning and Organizing Thematic Instruction**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-planning-organizing-thematic-instruction.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)

**Practical and Proven Strategies for Teaching Young Dual Language Learners (3-5)** [**http://www.buildinitiative.org/Portals/0/Uploads/Documents/
Practical%20and%20Proven%20Strategies%20for%20Teaching%20Young%20Dual%20Language%20Learners.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/Practical%20and%20Proven%20Strategies%20for%20Teaching%20Young%20Dual%20Language%20Learners.pdf)

*This chapter covers the components of research-based best practices for young children who are dual language learners (DLLs), the specific instructional enhancements that promote oral language development based on the POLL approach, how to conduct observational assessments and use assessment data for instructional planning, and effective outreach activities for engaging the families of young dual language families.*

**Strategies for Supporting All Dual Language Learners (0-5)**

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf)

*In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances, suitable for use in teaching and training.*

**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.*

* What Is It Like to Learn a Brand New Language? And Making Butter

**Instructional Strategies**

Extensions

Dilemmas of Daily Practice

Rubrics

Faculty Finds

All resources are free. Anyone can sign up to receive future issues of Faculty Finds. Send an email with no message to **subscribe-facultyfinds@listserv.unc.edu**

Past issues are archived in Portable Document Format (PDF) at [**http://fpg.unc.edu/resources/faculty-finds**](http://fpg.unc.edu/resources/faculty-finds)

Vermont Guiding Principles for the Full Participation of Each and Every Child And Their Family (page 5)

Questions to Support an Evolving Vision (page 6)

Resources for Addressing Different Domains (pages 7-8)

**Closing**

Celebrating Language and Literacy for Infants, Toddlers, and Twos by Joanne Knapp-Philo

[**https://www.amazon.com/Celebrating-Language-Literacy-Infants-Toddlers/dp/1933021365**](https://www.amazon.com/Celebrating-Language-Literacy-Infants-Toddlers/dp/1933021365)

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| Assume Nothing Video Clips  |

Are You a Boy or a Girl?

[**https://www.upworthy.com/a-4-year-old-girl-asked-a-lesbian-if-shes-a-boy-she-responded-the-awesomest-way-possible?c=upw1**](https://www.upworthy.com/a-4-year-old-girl-asked-a-lesbian-if-shes-a-boy-she-responded-the-awesomest-way-possible?c=upw1)(long so maybe show just the first 4:30 ending with “a closet is no place for a person to live”)

Brandon’s Story: A Mother’s Voice [**https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be**](https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be)

Brene Brown on Empathy [**https://www.youtube.com/watch?v=1Evwgu369Jw**](https://www.youtube.com/watch?v=1Evwgu369Jw)

Doctor’s waiting room **<https://www.youtube.com/watch?v=dfccrwUlROU>**

Everyone’s Welcome [**https://www.youtube.com/watch?v=1MJrRvpjB1I**](https://www.youtube.com/watch?v=1MJrRvpjB1I)

Father-Daughter Cheerleading [**https://www.youtube.com/watch?v=Eb2iWSae5HE**](https://www.youtube.com/watch?v=Eb2iWSae5HE)

A Letter to a Teacher [**http://www.youtube.com/watch?v=z-yuQKi-bdo**](http://www.youtube.com/watch?v=z-yuQKi-bdo)

I Am Human So I Must Be Stereotyped [**http://youtu.be/4iZc8SuWML8**](http://youtu.be/4iZc8SuWML8)

I Am Not a Label [**https://www.youtube.com/watch?v=q0qD2K2RWkc**](https://www.youtube.com/watch?v=q0qD2K2RWkc)

It’s In Every One Of Us

John Denver version [**https://www.youtube.com/watch?v=BZS5Om6rGMQ**](https://www.youtube.com/watch?v=BZS5Om6rGMQ)

David Pomerantz version [**https://www.youtube.com/watch?v=xd1QnNBZQ2A**](https://www.youtube.com/watch?v=xd1QnNBZQ2A)

Like a Girl [**https://www.youtube.com/watch?v=XjJQBjWYDTs**](https://www.youtube.com/watch?v=XjJQBjWYDTs)

Love Has No Labels [**https://www.youtube.com/watch?v=PnDgZuGIhHs**](https://www.youtube.com/watch?v=PnDgZuGIhHs)

The Lunch Date**<https://www.youtube.com/watch?v=ty_hn7l1zKE>**

Same But Different: Alexandra’s Story [**https://vimeo.com/channels/samebutdifferentshorts/72746101**](https://vimeo.com/channels/samebutdifferentshorts/72746101)

Sometimes You’re a Caterpillar [**http://www.youtube.com/watch?v=hRiWgx4sHGg**](http://www.youtube.com/watch?v=hRiWgx4sHGg)

Technology Will Never Replace Love [**https://www.youtube.com/watch?v=Kiq\_TrEdbl4**](https://www.youtube.com/watch?v=Kiq_TrEdbl4)

The Secret to Changing the World [**https://www.youtube.com/watch?v=Hp5SNpCtiWk&t=15s**](https://www.youtube.com/watch?v=Hp5SNpCtiWk&t=15s)

Think Before You Judge a Family

[**http://www.huffingtonpost.com/2014/02/24/think-twice-before-judge-another-parent\_n\_4826485.html?ncid=fcbklnkushpmg00000037**](http://www.huffingtonpost.com/2014/02/24/think-twice-before-judge-another-parent_n_4826485.html?ncid=fcbklnkushpmg00000037)

Things People with Down syndrome are Tired of Hearing

[**http://www.bbc.co.uk/bbcthree/item/92a3cfc5-7078-4c21-b7e5-cb3b23b41ab7**](http://www.bbc.co.uk/bbcthree/item/92a3cfc5-7078-4c21-b7e5-cb3b23b41ab7)

Three Beautiful Human Minutes **<https://www.youtube.com/watch?v=BBgSxUeHU80>**

What Kind of Asian Are You? [**https://www.youtube.com/watch?v=l08Pmh8hRVA**](https://www.youtube.com/watch?v=l08Pmh8hRVA)

When the Best of Us Stands Up [**https://www.youtube.com/watch?v=pFuwUiHo-WI**](https://www.youtube.com/watch?v=pFuwUiHo-WI)

**VERMONT GUIDING PRINCIPLES FOR THE FULL PARTICIPATION**

**OF EACH AND EVERY YOUNG CHILD AND THEIR FAMILY**

Each and every young child (birth through Grade 3) and family in Vermont has diverse strengths rooted in their unique culture, heritage, language, beliefs, and circumstances. They have gifts and abilities that should be celebrated and nurtured. Full participation means promoting a sense of belonging, supporting positive social relationships, and enabling families and early childhood professionals to gain the competence and confidence to positively impact the lives of each and every child and their family.

The Guiding Principles describe what individuals, organizations, and communities understand and do to realize the promise of each and every young Vermont child. They highlight explicit, intentional, and strengths-based practices that are respectful of and responsive to child, family, and community values, priorities, and beliefs. They are consistent with relevant state and national laws and policies. These principles articulate Vermont’s commitment to fully include each and every child and their family in a continuum of meaningful experiences to ensure their health, mental health, safety, happiness, and success now and into the future.

**We believe that each and every child . . .**

* Learns within the context of secure and authentic relationships, play, and interactions within their environments
* Deserves equitable access to experiences that acknowledge and build on their uniqueness
* Deserves opportunities to deeply learn and develop to their full potential through joyful interactions in safe, accepting environments

**For each and every family, we will…**

* Respect and support them as experts, partners, and decision makers in the learning and development of their children
* Pledge to be open, genuine, reflective, and respectful listeners and communication partners
* Build caring communities that are accepting of differences and foster a sense of belonging

**For each and every child and their family, we will…**

* Promote understanding of the importance of inclusive and effective early childhood experiences
* Build equitable access to opportunities, supports, and services
* Acknowledge and address biases in ourselves and others and the importance of differences such as race, class, gender, family structure, ability, and sexual orientation
* Advance policies, procedures, programs, and practices that honor and are supportive of each family’s culture, strengths, structure, expertise, and preferences
* Provide options, flexibility, and continuity within each community by working collaboratively within and across agencies, programs, and funding sources
* Expand the number of early childhood professionals who are well prepared, reflect the diversity of the community, and are appropriately compensated
* Draw upon evidence and research for practices that are responsive and appropriate to the child’s culture(s), language(s), abilities, developmental level, identities, and needs

Questions to Support an Evolving Vision[[1]](#footnote-1)

**August 2017**

**Coursework**

* Does coursework provide students with opportunities to increase their knowledge of their own culture, heritage, values, and biases?
* Does coursework provide learning opportunities and encourage dialogue and reflection about anti-racist and anti-bias curricula and approaches?
* Does coursework provide opportunities to systematically learn about and from various cultural and linguistic groups in ways that are not stereotypic?
* Does coursework provide learning opportunities and encourage dialogue and reflection about the skills needed to work with children who are dual language learners and to support home language(s)?
* Does coursework provide learning opportunities and encourage dialogue and reflection about culturally appropriate methods of interaction, assessment, teaching, and intervention?
* Does coursework engage students in activities in which they learn how culture, race, ethnicity, language, socioeconomic status, and other factors influence early childhood development and practices?
* Does coursework draw upon families and their stories as a resource to the instructional process?

**Practica**

* Do practica occur in a variety of home and community settings serving diverse young children and families (e.g., homes of participating families, homeless shelters, Early Head Start/Head Start, WIC programs)?
* Do practica offer opportunities to interact directly with children and families who are culturally and linguistically diverse?
* Do practica provide opportunities for students to collaborate with and learn from interpreters, translators, and cultural mediators?

**Program Practices**

* Does the program have diverse faculty and staff who reflect the diversity of the students in the program as well as the overall community?
* Does the program have students who reflect the diversity of the overall community?
* Does the program have strategies for recruiting faculty and students from culturally and linguistically diverse backgrounds?
* Does the program draw upon community resources (e.g., guest speakers, co-instructors, service learning opportunities) to support student learning and reflection about diversity?
* Does the program create environments for learning in which differences are acknowledged, celebrated and respected?
* Does the program offer supports (e.g., advising, mentoring) for students who are culturally and linguistically diverse?

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| **VELS Domain** | **Resources for Supporting Children Who Are Dual Language Learners** |
| **Approaches to Learning** | **Planning and Organizing Thematic Instruction**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-planning-organizing-thematic-instruction.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-planning-organizing-thematic-instruction.pdf)*This resource highlights ways to organize curriculum around a rich and engaging topic that crosses all learning domains (aka thematic instruction or the project approach) in a setting with children who are dual language learners. In addition to ideas for how to choose themes and implement these approaches, you’ll find suggestions for how to engage family members in the process.* **Universal Design for Learning** (October issue of The Right Stuff) [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) |
| **Social and Emotional Development** | **Dual Language Learners and Social-Emotional Development: Understanding the Benefits for Young Children (0-8)**[**https://www.childtrends.org/dual-language-learners-and-social-emotional-development-understanding-the-benefits-for-young-children/**](https://www.childtrends.org/dual-language-learners-and-social-emotional-development-understanding-the-benefits-for-young-children/)**Dual Language Learners with Challenging Behavior (0-5)** [**https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors)*Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with children who are dual language learners and exhibit challenging behaviors.***Understanding the Impact of Language Differences on Classroom Behavior** **(0-5)** [**http://csefel.vanderbilt.edu/briefs/wwb2.pdf**](http://csefel.vanderbilt.edu/briefs/wwb2.pdf)*This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child’s strengths and needs.  Suggestions for teachers and other caregivers are provided.***What You See Doesn’t Always Show What’s Beneath (3-5)**[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html)*Children's behavior and social-emotional competence is linked to their home culture. This webinar shows how they are linked to culture and provides examples of behavioral and social competence diversity. The content also covers how to assess and address behavior in ways that are appropriate to children's cultures.* |
| **Language Development** | **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language** **Learners (0-5)** [**http://www.naeyc.org/yc/files/yc/file/201303/Many\_Languages\_Margruder\_0313\_0.pdf**](http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf)*This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for children who are dual language learners, with emphasis on growth in the home language.***Same, Different & Diverse: Understanding Children Who Are Dual Language Learners (0-5)**[**https://eclkc.ohs.acf.hhs.gov/culture-language/article/same-different-diverse-understanding-children-who-are-dual-language**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/same-different-diverse-understanding-children-who-are-dual-language)*Evidence-based examples highlight**similarities among ALL young children – those who are learning one or several languages, differences between children growing up with one language (monolinguals) and children who are DLLs, and diversity among children who are DLLs (e.g., individual differences of temperament, interests, etc.). The intent of this publication is to help educators to understand each child’s unique characteristics and needs.* |
| **Literacy Development** | [**Developing Literacy Skills With Dual Language Learners**](https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills) **(3-5)**[**https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills**](https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills)*Carmen Ngan builds her students’ expressive and receptive language skills through reading, writing, and speaking. Notice how Ms. Ngan grows her students’ vocabularies and helps them devel­­­­­op an understanding of the relationship between spoken and written language.***How Do English Language Learners Learn to Read?** **(3-9)** [**http://www.ascd.org/ASCD/pdf/journals/ed\_lead/el200403\_slavin.pdf**](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200403_slavin.pdf)*This paper presents an overview of the research on reading instruction in bilingual education and effective reading programs. It concludes with implications for policy and practice.* |

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| **VELS Domain** | **Resources for Supporting Children Who Are Dual Language Learners** |
| **Literacy Development** | **Frontloading for English Language Learners (3-5)**[**https://www.teachingchannel.org/videos/vocabulary-english-language-learners**](https://www.teachingchannel.org/videos/vocabulary-english-language-learners)*Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.***Phonological Awareness is Child’s Play!** **(3-9)** [**http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf**](http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf)*This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children’s phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.***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.* |
| **Math, Science, Social Studies** | **Making Math Count More for Young Latino Children (4-6)**[**http://www.childtrends.org/wp-content/uploads/2017/02/Early-Math-Report-2.8.pdf**](http://www.childtrends.org/wp-content/uploads/2017/02/Early-Math-Report-2.8.pdf)*This 2017 report finds that Latino kindergartners' early math skills lag behind those of white kindergartners at the beginning of school - a disparity that is likely to persist or increase over time without intervention. The report discusses the implications of these findings and offers many recommendations to address the issue.***Math Instruction for English Language Learners** [**http://www.colorincolorado.org/article/math-instruction-english-language-learners**](http://www.colorincolorado.org/article/math-instruction-english-language-learners)**Unlocking Learning: Science as a Lever for English Learner Equity (5-9)**[**https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/**](https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/)*Based on in-depth site visits and featuring real world examples of high-performing schools, high-quality professional development, and innovative classroom practices, this publication lays out a blueprint for increasing access and achievement in science for California’s 1.37 million English learners.* |

1. These questions were developed as a resource for faculty members and instructors who want their courses to reflect and be responsive to the Vermont Guiding Principles for the Full Participation of Each and Every Young Child and Their Family. They draw extensively on the work of Eva Thorp, Sylvia Sanchez, Susan Moore, Susan Maude, and the Crosswalks Project. [↑](#footnote-ref-1)