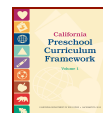




# Unit 7 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

## Key Topic 3: English-Language Development Across Curriculum



### Focus Statement

Students are familiarized with ways to support children who are English learners as they plan across domains.

### Before You Start

Integrating English-language development (ELD) considerations across the domains in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) will require familiarity with the domain principles, environments and materials, and interactions and strategies presented in the ELD domain of the PCF, V1. Students will be better equipped to consider ELD in other domains after working through the key topics in Unit 5 of this instructional guide for the ELD domain.

The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* (PEL Resource Guide) is a rich source of information and strategies to support working with children who are English learners. This PEL Resource Guide is referred to throughout this key topic.

The National Association for the Education of Young Children (NAEYC) has also created a document titled *Pathways to Cultural Competence Project Program Guide* (2010). This document is also referred to and used in this key topic and is available on the CDE links section of the Faculty Initiative Project Web site at [www.wested.org/facultyinitiative/links\\_cde.html](http://www.wested.org/facultyinitiative/links_cde.html).

The Child Development Division (CDD) of the California Department of Education (CDE) has also produced a DVD called *A World Full of Language: Supporting Preschool English Learners*. The DVD can be used independently of this unit to acquaint students with practices to support children who are English learners. It can also be used as a tool for deepening students' understanding of how supports for children who are English learners can be integrated across curriculum.

There are two exercises and viewing guides for this DVD in the instructional guide for the PEL Resource Guide. The viewing guides relate to observing children at different stages of learning English and observing examples of special supports for children who are English learners as they progress in developing skills for literacy.

The practice in the exercise is intended to familiarize students with a way to consider ELD when they are planning across domains. It can be done as it is presented here, or it can be used with more intensity as a written assignment. As an assignment, each student is asked to explore ELD across all three of the other domains in the PCF, V1 rather than engaging just in the introduction to the practice.

The following exercise will require that you preview the vignettes. It will also be helpful if students have worked through Unit 5 in this instructional guide. That will familiarize them with the English-language development domain in the PCF, V1.

As students do this exercise, questions might arise about where a child in the vignette is in the stages of second language acquisition. You could bring into this discussion the information in Chapter 5 of the PEL Resource Guide, which would systematize students' understanding of the stages. Or you could provide a description of a child, such as a child who has some English vocabulary but is still mostly listening and watching.

Having students do this in pairs or small groups will work best, as discussion and collaborative problem solving are important aspects of the process to be practiced in the exercise.

## Information Delivery



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What works for children who are English learners works for all children, but children who are English learners might need specific adaptations to make them effective (PCF, V1, p. 178):

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

“It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English” (PCF, V1, p. 179).



This statement tells us that, as we are planning curriculum, we should be referring to the ELD domain before looking at other domains and then using it in tandem with other domains.

There are two questions to keep in mind as we do this:



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1. How are we helping children continue developing in their home language?

2. In all we do, as the child is learning English, how do we support learning and development in the social-emotional, language and literacy, and mathematics domains?

## Active Learning

### Getting it started

How do we consider the needs of English learners in other domains?

Let students know that they will have opportunities to incorporate some of the environments and materials and interactions and strategies of the ELD domain into the vignettes in other domains of the PCF, V1. Listed below are the page numbers for 11 representative vignettes for the strands of the other three domains in the PCF, V1. Assign these vignettes to students in pairs or small groups, as your class size allows. Give them time to find and read through these vignettes from the PCF, V1.

#### Social-Emotional Development Strand

- Self (p. 48)
- Social Interaction (p. 65)
- Relationships (p. 79)

#### Language & Literacy Strand

- Listening and Speaking (p. 123)
- Reading (p. 147)
- Writing (p. 161)

#### Mathematics Strand

- Number Sense (p. 253)



- Algebra and Functions (p. 266)
- Measurement (p. 279)
- Geometry (p. 288)
- Mathematical Reasoning (p. 291)

### Keeping it going

Ask students first to refer to the English-language development domain section on environments and materials (PCF, V1, pp. 181-183). Ask them to consider their vignette in light of these recommendations and respond to these initial questions:

- Are any of the recommended environments and materials evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were English learners?
- Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was an English learner?



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### Taking it further

Students can now go through the same process with interactions and strategies. Because the interactions and strategies occur with strands, you will need to assign specific strands for each pair or group of students to use with their vignettes. For students whose vignettes are in the language and literacy domain, ask them to find the parallel strand in the ELD domain. (Listening and Speaking are combined in the language and literacy domain.)

Assign the ELD strands of Listening, Speaking, and Writing to those with vignettes in the mathematics domain.

Assign the ELD Reading strand to those whose vignettes are in the social-emotional development domain.

Next, ask students to do the following with their vignettes and assigned ELD strands:

Consider how the interactions and strategies in the ELD strand could be used to adapt the teaching in the vignette for a child who is an English learner. Ask them to record their thinking so that it can be shared with the larger group.



Students will need time to scan the interactions and strategies. Not all interactions and strategies will be needed or useable in the particular situation in the vignette. It is mainly important for students to consider what adaptations could be made and then discuss those with their peers.

If each pair or small group brings a report back to the whole group, students will experience repeated engagement with the practice of reflection and discussion that supports the intentional use of interactions and strategies for children who are English learners. There will probably be several specific adaptations that are repeatedly found to be helpful.

### **Another approach**

You could put the strand name and page number of each vignette on large chart paper and tape them up around the room. Students could then write out their selected interactions and strategies, and these could be attached to the appropriate chart paper. In this way, students can read the vignettes that other students have worked with and see what adaptations were selected as useful. They could also be collected, recorded, and distributed to students as a resource for future reference.

### **Putting it together**

The above strand assignments could be used as a basis for observation. This could be done with the DVD: *A World Full of Language: Supporting Preschool English Learners*, or students could observe in a preschool program, with permission. They could observe for either environments and materials or interactions and strategies or both. Provide time for reporting to the whole group and discussion for what they observed.

## **Reflection**



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Direct students to the reflective questions following each strand. These can help students reflect on the content of the strand.

For reflection on their experience with this material, the following questions can be done as a journaling exercise or as a class discussion:

- What new insights emerged?
- What was something you already do in your work or have seen others do?



- What was most challenging about this work?
- What can you incorporate into your work now or into future?

## Deeper Understanding



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Direct students to the National Association for the Education of Young Children paper titled *Pathways to Cultural Competence Project Program Guide* (2010), which is available on the CDE links section of the Faculty Initiative Project Web site at [www.wested.org/facultyinitiative/links\\_cde.html](http://www.wested.org/facultyinitiative/links_cde.html). This paper provides checklists that program directors and teachers can use to assess how culturally competent practices are being used in their programs. The checklists are arranged by eight concepts that have been developed by a national team. The first checklist can be used by program directors with teachers to discuss the practices in their program. The second checklist can be used by teachers for daily reflection on their practice and then discussed with their program director.

Ask students to read through the paper. The paper can then be used for further exploration through an individual interview with a program director or teacher. As student and teacher and/or program director read through the checklist, ask for examples of how these practices are carried out and/or supported in their program. Ask students to record these examples as a written assignment or to bring to class for discussion.