



# **Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**

## **Key Topic 3: Integrating English-Language Development Across the Domains**

### **Focus of Unit 5 – Key Topic 3**

Students become familiar with ways to support children who are young dual language learners as they plan across domains.

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### **Curriculum Alignment Project (CAP) Student Learning Outcomes**

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

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### **Instructional Methodologies**

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Development of resource tool
- Observation
- Video observation
- Class discussion



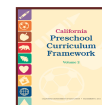
- Interview—community members
- Short report

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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



# Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:

## Key Topic 3: Integrating English-Language Development Across the Domains

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
Key Topic 3 – Integrating English-Language Development Across the Domains

### Before You Start

Integrating planning for children who are young dual language learners across the domains in the *California Preschool Curriculum Framework, Volume 2* will require familiarity with the domain principles, environments and materials, and interactions and strategies presented in the English-language development domain of the *California Preschool Curriculum Framework, Volume 1*. Students will be better equipped to consider young dual language learners in other domains after working through the key topics in Unit 5 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*. This acquaints students with the English-language development domain.

The California Department of Education offers several valuable resources to support the integration of the English-language development domain across all domains. The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)* is a rich source of information and strategies to support working with children who are young dual language learners. This Resource Guide is referred to throughout this key topic. It can be ordered through a link on the Faculty Initiative Project Web site ([http://www.wested.org/facultyinitiative/el\\_resource.html](http://www.wested.org/facultyinitiative/el_resource.html)).

The Child Development Division of the California Department of Education 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 young dual language learners. It can also be used as a tool for deepening students' understanding of how supports for children who are young dual language learners can be integrated across curriculum.

There are two exercises and viewing guides for this DVD in Chapter 5 of the *Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)*, available at <http://www.wested.org/facultyinitiative/pelguide.html>. The viewing guides relate to observing children at different stages of learning English and observing examples of special supports for children who are young dual language learners as they progress in developing skills for literacy.



In addition, the National Association for the Education of Young Children (NAEYC) has 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 California Department of Education links section of the Faculty Initiative Project Web site at [http://www.wested.org/facultyinitiative/links\\_cde.html](http://www.wested.org/facultyinitiative/links_cde.html).

The practice in this exercise is intended to familiarize students with a way to consider young dual language learners 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 dual language learning across all three domains in the *California Preschool Curriculum Framework, Volume 2*.

This exercise will require instructors to preview the suggested vignettes. All the vignettes used are from the “Bringing It All Together” segment of each strand in the *California Preschool Curriculum Framework, Volume 2*. Other vignettes can be used in addition to or instead of those suggested.

It will also be helpful if students have worked through Unit 5 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, which will familiarize them with the English-language development domain.

As students do this exercise, questions might arise about where a child in the vignette is in the stages of second language acquisition. Instructors could bring into this discussion the information in Chapter 5 of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)*, which would systematize students’ understanding of the stages. Or instructors 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.

Handout 1, included with this key topic, lists all the interactions and strategies for the English-language development domain strands of the *California Preschool Curriculum Framework, Volume 1*. An electronic version of this handout will be available when this instructional guide is online at <http://www.wested.org/facultyinitiative>.

**Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Child Development Division. The term “young dual language learners” is used as an indication of supporting the child’s home language while supporting English-language acquisition. However, the domain in the foundations and curriculum framework is still referred to as the “English-language development” domain. When the term “English-language development” is used, the importance of the home language is central.**



## Information Delivery



Slides 2-4

In the English-language development domain on page 178 of the *California Preschool Curriculum Framework, Volume 1*, we learn that what works for children who are young dual language learners works for all children, but children who are young dual language learners might need specific adaptations to make instruction effective. These include the following areas:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

Page 179 of the *California Preschool Curriculum Framework, Volume 1* states, “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” This statement tells us that, as we are planning curriculum, we should be referring to the English-language development 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:

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 all domains?

## Active Learning



Slides 5-6

### Getting it started

How do we consider the needs of children who are young dual language 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 English-language development domain from the *California Preschool Curriculum Framework, Volume 1* into the vignettes in the domains of the *California Preschool Curriculum Framework, Volume 2*.

They will be using the vignettes that are part of the “Bringing It All Together” segment for each strand of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Assign these vignettes to students in pairs or small groups, as



your class size allows. Give students time to find and read through these vignettes from the *California Preschool Curriculum Framework, Volume 2*. The page numbers for the vignettes are provided for each strand:

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

### **Keeping it going**

When students have become familiar with the vignettes, ask them to refer to the English-language development domain section on environments and materials, on pages 181-183 in the *California Preschool Curriculum Framework, Volume 1*. Ask them to consider their vignette in light of these recommendations for environments and materials 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 young dual language learners?
- Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was a young dual language learner?



Slide 7



Slide 8

**Taking it further**

Students can now go through the same process with interactions and strategies. Because the interactions and strategies in the English-language development domain occur with strands, instructors will need to assign specific strands for each pair or group of students to use with their vignettes. How instructors distribute these will depend on class size and the students' capacity to handle the content. More experienced students might be able to work with several strands. Any group of students could start out with one or two and take on more as they gain experience with the materials. Handout 1, included with this key topic, lists all the interactions and strategies for these strands.

Ask students to respond to the following questions based on their vignettes and assigned English-language development strands, just as they did with environments and materials:

- Are any of the recommended interactions and strategies evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the interactions and strategies could come into play in this vignette if the child was a young dual language 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 usable 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.

**Online Options**

Students could post their completed handouts for their assigned vignettes and assigned strands for their work with the interactions and strategies. All students would then review their classmates' postings and be prepared to discuss in class or write a short paper describing the environments, materials, interactions, and strategies that appear repeatedly and those that occur less frequently. Students should also indicate why they think some adaptations are more common and which ones they would be most likely to use in their work.

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 young dual language learners. There will probably be several specific adaptations that are repeatedly found to be helpful.

### Another approach

Instructors could put the strand name and page number of each vignette on large chart paper and tape the sheets of paper 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 strand assignments in the preceding active learning segments could be used as a basis for observation. This could be done in class or online 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 discussing what they observed.

#### Online Options

Students could also view online the DVD described in the “Putting it together” section and post summaries of the environments and materials or interactions and strategies they observe.

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## Reflection



Slide 9

Direct students to the reflective questions following each strand in the *California Preschool Curriculum Framework, Volume 2*. 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, online, 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 in the future?

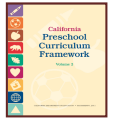
### Deeper Understanding



Slide 10

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 California Department of Education links section of the Faculty Initiative Project Web site at [http://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 the program. Ask students to record these examples as a written assignment or to bring to class for discussion.



## English-Language Development Interactions and Strategies

### Listening

#### Children Listen with Understanding

1. Model good listening skills.
2. Use the home language for comprehension.
3. Keep messages and directions short when talking with preschool children who are English learners.
4. Teach children how to listen, repeat messages, and ask questions.
5. Have a listening library in the home language and in English.
6. Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English.
7. Use language and literacy activities that contain repetitive refrains.
8. Use running commentary when the child is engaged in an activity.
9. Use multiple methods for scaffolding communication depending on the stage of English-language development of the child.
10. Target both the content and English-language development in every activity.
11. Observe preschool English learners during group time, storybook reading, and in small groups.

### Speaking

#### Children Use Nonverbal and Verbal Strategies to Communicate with Others

1. Learn how to pronounce the child's name as accurately as possible.
2. Learn some key words or phrases in the child's home language.
3. Repeat common phrases slowly and clearly to the child.
4. Allow the child to start slowly.
5. Allow for wait time.
6. Scaffold communication by combining English words with some type of body gesture or visual cue.
7. Be thoughtful about helping children understand what words mean.
8. Plan for vocabulary development.
9. Expand and extend the child's language.
10. Create small groups for book reading.

#### Children Begin to Understand and Use Social Conventions in English

1. Ask a family member or knowledgeable community resource to share appropriate social conventions for the child's language and culture.
2. Observe the child during drop-off and pick-up for cues.
3. During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families.

#### Children Use Language to Create Oral Narratives About Their Personal Experiences

1. Listen appreciatively to children's stories.
2. Ask open-ended questions and sustain the conversation over a number of turns.
3. Help children understand idioms.
4. Provide materials that help stimulate talking (or oral narratives as used in the *California preschool Learning Foundations*, page 122).
5. Provide wordless picture books.

### Reading

#### Children Demonstrate Appreciation and Enjoyment of Reading and Literature

1. Expose children enthusiastically to all types of print.
2. Connect literacy to the home culture and community.
3. Build on existing strengths.
4. Use read-alouds.



## English-Language Development Interactions and Strategies (cont.)

### Reading (continued)

#### Children Show an Increasing Understanding of Book Reading

1. Connect print material to children's interests.
2. Invite children to discuss and react to story narratives.
3. Encourage children to dictate, retell, and create their own books.

#### Children Demonstrate an Understanding of Print Conventions

1. Point out print features during shared reading.
2. Point out print features during shared writing.
3. Equip all learning areas with books and writing materials.
4. Help children create their own books.

#### Children Demonstrate Awareness That Print Carries Meaning

1. Point out the meaning of print around the classroom and in the community.
2. Have lots of clear print in multiple languages in the environment.
3. Engage children in purposeful writing.

#### Children Demonstrate Progress in Their Knowledge of the Alphabet in English

1. Have children identify the letters of their own names in any language.
2. Provide English alphabet letters in multiple forms.
3. Read alphabet books in multiple languages.

#### Children Demonstrate Phonological Awareness

1. Sing silly English songs that can be phonetically manipulated.
2. Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
3. Identify and practice English sounds that do not exist in the home language.
4. Use real objects and emphasize syllables and phonemes.
5. Play games that emphasize the first sound of common words.

### Writing

#### Children Use Writing to Communicate Their Ideas

1. Look for opportunities for adult- and peer-mediated conversation about writing by using the child's home language to initiate this discussion.
2. Link writing to listening and speaking so preschool children who are English learners can draw from other language strengths.
3. Focus writing activities on literature.
4. Supply learning areas with writing materials.
5. Have children dictate their own short stories.