

Differentiating the Early Childhood Advisory Group (ECAG) English Language Arts Standards for Dual Language Learners in Early Childhood Literacy Coursework

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Outcomes

- Review knowledge and performance indicators
- Identify key concepts in listening, speaking, reading and writing development for DLLs
- Apply DLL principles to the design of projects, assignments and activities
- Use DLL examples and resources in course materials
- Share ideas with colleagues

POLL #1

True or False

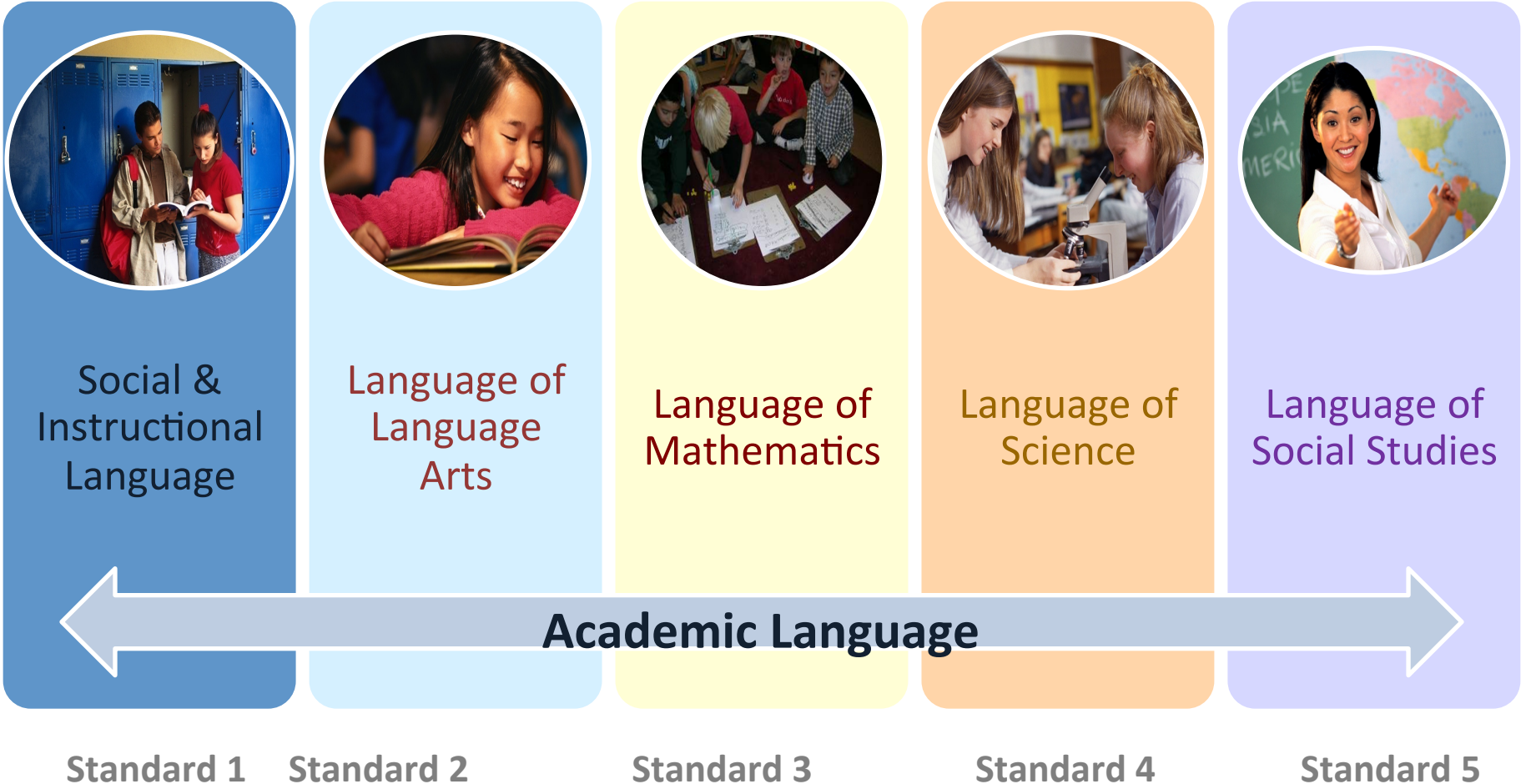
1. Early dual language learning leads to language delays.
2. Early English immersion accelerates English acquisition.
3. It takes 5 – 10 years to achieve native like proficiency in a second language
4. Once students can speak English well, they can be successful in English only classrooms.

The Early Language Development Standards

The language of:

- Social Emotional Development
- Early Language Development and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development

ELD Standards



Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

SPANISH LANGUAGE ARTS STANDARDS

ORAL LANGUAGE: Listen and speak effectively in Spanish in a variety of situations.

Rationale: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Listen effectively in formal and informal situations

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	LATE HIGH SCHOOL
3.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	3.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	3.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	3.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
3.1b Ask clarifying questions and respond to questions from the teacher and from group members.	3.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	3.A.3b Compare a speaker's verbal and nonverbal messages.	3.A.4b Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).
3.1c Follow oral instructions accurately.	3.A.2c Restate and carry out a variety of oral instructions.	3.A.3c Restate and carry out multi-step oral instructions.	3.A.4c Follow complex oral instructions.
3.1d Comprehend and respond to stories and other texts read aloud.	3.A.2d Comprehend stories and other texts read aloud, including selections from classic and contemporary works in Spanish.		

Tour of the WIDA website

- <https://www.wida.us>

How Language Differences Can Impact Thinking

- [https://www.ted.com/talks/
keith_chen_could_your_language_affect_your
ability_to_save_money](https://www.ted.com/talks/keith_chen_could_your_language_affect_your_ability_to_save_money)

WIDA Theoretical Framework

- Developmental Theory
- Second Language Acquisition Theory
- Sociocultural Theory

Sociocultural context

- Register
- Genre
- Topic
- Task/situation
- Participant's identity and social roles
- Speaker/Conversational partner

Performance Definitions

E-ELD

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

		Language Criteria	Ages 2.5-3.5 Years (30-42 mos.)	Ages 3.5-4.5 Years (43-54 mos.)
HOME LANGUAGE At all levels of language acquisition, home language and English language development influence each other, and mediate understanding, construction of meaning, and demonstration of knowledge.	Level 5 Bridging	Linguistic Complexity	<ul style="list-style-type: none"> Series of simple sentences related to familiar stories or events An idea with 1-2 details; 1-step direction related to daily routine 	<ul style="list-style-type: none"> Series of extended sentences related to familiar stories, learning activities, or events Related ideas; 2-step directions related to daily routine
		Language Usage	<ul style="list-style-type: none"> Short and compound sentences related to daily routine, familiar people, songs, and stories General and some specific vocabulary words associated with familiar environments and stories 	<ul style="list-style-type: none"> Compound and some complex sentences related to familiar stories and learning activities Specific vocabulary words associated with stories, learning activities, and various environments
	Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"> Related phrases and simple sentences An idea with 1 detail 	<ul style="list-style-type: none"> Multiple related simple sentences; wh-questions An idea with 2 details
		Language Usage	<ul style="list-style-type: none"> Short sentences related to daily routine, familiar people, songs, and stories Repetitive phrasal patterns related to daily routine and familiar stories General vocabulary words related to daily routine and familiar stories 	<ul style="list-style-type: none"> Short and some compound sentences related to familiar stories and learning activities Sentence patterns related to familiar stories and learning activities General and some specific vocabulary related to daily routine, familiar stories, and learning activities
	Level 1 Entering	Linguistic Complexity	<ul style="list-style-type: none"> Words and repetitive phrases related to daily routine An idea within simple questions or statements related to self, familiar people, or daily routine 	<ul style="list-style-type: none"> Words and phrases related to daily routine An idea within simple questions or statements related to familiar environments
		Language Usage	<ul style="list-style-type: none"> Repetitive phrases associated with daily routine Yes/no questions related to self, familiar people, and/or daily routine Words associated with familiar environments 	<ul style="list-style-type: none"> Repetitive phrases and simple statements associated with daily routine Yes/no questions related to self, familiar people, and/or daily routine Words and expressions associated with familiar environments

At the very beginning stages of English language acquisition, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

...within sociocultural contexts for language use.

E-SLD

Al final de cada edad y nivel de desarrollo del lenguaje del español, con apoyos interactivos y sensoriales, los hablantes de dos idiomas entienden en español:

		Criterio del idioma	Edad: 2.5-3.5 (30-42 meses)	Edad: 3.5-4.5 (43-54 meses)
IDIOMA MATERNO En todos los niveles de la adquisición del idioma, el idioma de la casa y de desarrollo temprano de lenguaje: Se influyen y se refuerzan; Media la comprensión, la construcción de significado, y la demostración del conocimiento.	5 Nivel de transformación	Complejidad lingüística	<ul style="list-style-type: none"> Serie de oraciones simples relacionadas a cuentos o eventos familiares Una idea con 1 a 2 detalles; instrucciones de 1-paso relacionados a la rutina diaria 	<ul style="list-style-type: none"> Serie de oraciones extendidas relacionadas a historias familiares, actividades de aprendizaje o eventos. Ideas relacionadas; instrucciones de 1 a 2-pasos relacionados a la rutina diaria
		Uso del lenguaje	<ul style="list-style-type: none"> Oraciones cortas y compuestas relacionadas a la rutina diaria, personas, canciones y cuentos familiares Palabras de vocabulario general y algunas específicas asociadas a ambientes y cuentos familiares 	<ul style="list-style-type: none"> Oraciones compuestas y algunas complejas relacionadas a cuentos familiares y actividades de aprendizaje Palabras de vocabulario específico asociados con cuentos, actividades de aprendizaje y varios ambientes
	3 Nivel de desarrollo	Complejidad lingüística	<ul style="list-style-type: none"> Frases relacionadas y oraciones simples Una idea con 1 detalle 	<ul style="list-style-type: none"> Multiplicidad de oraciones simples relacionadas Una idea con 2 detalles
		Uso del lenguaje	<ul style="list-style-type: none"> Oraciones cortas relacionadas a la rutina diaria, personas familiares, canciones y cuentos Patrones de frases relacionados a la rutina diaria y cuentos familiares Palabras de vocabulario general relacionados a la rutina diaria y cuentos familiares 	<ul style="list-style-type: none"> Oraciones cortas y algunas compuestas relacionadas a cuentos familiares y actividades de aprendizaje Patrones de oraciones relacionados a cuentos familiares y actividades de aprendizaje Vocabulario general y a veces específico relacionado con la rutina diaria, cuentos familiares y actividades de aprendizaje
	1 Nivel de entrada	Complejidad lingüística	<ul style="list-style-type: none"> Palabras y frases repetitivas relacionadas a la rutina diaria Una idea dentro de preguntas simples o declaraciones relacionadas a sí mismo, personas familiares o rutina diaria 	<ul style="list-style-type: none"> Palabras y frases relacionadas a la rutina diaria Una idea dentro de preguntas y declaraciones simples relacionadas a ambientes familiares
		Uso del lenguaje	<ul style="list-style-type: none"> Frases repetitivas asociadas con la rutina diaria Preguntas de sí/no simples sobre sí mismo, personas familiares, y/o rutina diaria Palabras asociadas con personas y ambientes familiares 	<ul style="list-style-type: none"> Frases repetitivas y declaraciones simples asociadas con la rutina diaria en situaciones concretas Preguntas de sí/no relacionadas a sí mismo, personas familiares, y/o rutina diaria Palabras y expresiones asociadas con ambientes familiares

En las primeras etapas de la adquisición del español, los hablantes de dos idiomas normalmente entienden más palabras de las que pueden producir. Los niños pueden ser no verbales en español y depender principalmente en la lengua de la casa y/o usar gestos para comunicar sus necesidades, deseos e ideas.

...dentro de contextos socioculturales del uso de lenguaje.

WIDA Vocabulary Types

- **General:** commonly used words in everyday situations; often concrete e.g. *milk*
- **Specific:** words used within specific contexts but may have multiple meanings when used across contexts e.g. *fly*
- **Technical:** words used in one context; field specific e.g. *pupae*



Code Switching

- **Code Switching (also called language mixing)** is the “use of elements from two languages in the same utterance or in the same stretch of conversation”
- **Code switching** occurs when children or adults alternate between two or more languages.
- **The most common way young children mix two languages** is by beginning a sentence in one language, then switching to

Building a Multilingual/Multicultural Literacy Environment

ELLCO*

- Props in all areas that prompt writing
- Books in all centers
- Different examples of writing
- Alphabet visible at children's eye level
- Reading area has soft materials
- Word cards are available

* "Early Language & Literacy Classroom Observation Toolkit" (2002) Paul Brookes Publishing

Multicultural Adaptation

- Variety of paper, writing tools, receipts, order forms
- Books in different languages, family made books
- Variety of print in English and other languages (color coded)
- Alphabet books in other languages (if applicable)
- Reading area has materials representative of cultures in classroom
- Name cards

Emergent literacy of DLLs

- Early experiences with sound
- Print environment
- Oracy
- Literacy orientation of family
- Goal of literacy



Key Differences in Literacy Teaching: Spanish and English

- **Spanish**

- Concept of a word
- Concept of a syllable
- Concept of a phoneme
- Letter sounds
- Names of letters;
- Phonemic awareness done via writing (beginning with wordness).

- **English**

- Letter names
- Letter sounds
- Syllables
- Words
- Phonemic Awareness done via oral language, later done in writing.

Bridging using the Biliteracy Unit Framework

enrjg@teachingforbiteracy.com

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas	
Standards: <ul style="list-style-type: none">• Content Area Standards• English Language Arts Standards• Spanish Language Arts Standards• English Language Development (Proficiency) Standards• Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge <ul style="list-style-type: none">• Interactive, hands-on activity• Vocabulary Development		Formative Assessment	
Reading Comprehension <ul style="list-style-type: none">• Guided Reading• Read aloud			
Writing <ul style="list-style-type: none">• Guided Writing• Writers' Workshop			
Word Study and Fluency <ul style="list-style-type: none">• Decoding• Phonics			• Readers' Workshop • Partner reading
Summative Assessment			• Spelling
Bridge <ul style="list-style-type: none">• Metalinguistic Skills			
Extension Lesson or Activity			

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Writing <ul style="list-style-type: none">• Guided Writing• Writers' Workshop	
Word Study and Fluency <ul style="list-style-type: none">• Decoding• Phonics	
Summative Assessment	
Bridge <ul style="list-style-type: none">• Metalinguistic Skills	
Extension Lesson or Activity	

Bridge Anchor Chart

sol
rotación
luna
estrella
telescopio
gas
planeta

sun
rotation
moon
star
telescope
gas
planet

Authentic Materials

- Bilingual Version of the book
- Incorporate ideas into the centers e.g.
Mexican clothing,
tortillas, tamales, etc.
- Family involvement:
parent volunteer makes
tamales in school

Explore the similarities through the differences. (Kibler)

Everyone laughs, cries, eats, works and plays because we're all human beings, and people do all these activities in different ways. All ways meet the same human needs.



Assignment Idea:

Build an “Essential” Collection Bibliography on a WIKI

- FOUNDATION is universal specific
- BUILD with universal comparative
- SUPPORT with universal (diversity and difference)
- DECORATE with historical/biography
- ACCESSORIZE with “other places”

Lesson Plan Using WIDA Framework

- **Two-week Plan:** Provide a specific schedule for how literacy will be incorporated into your daily routine for a two-week period e.g. read alouds, story dictation, learning plans, etc. Describe the literacy lessons (teacher directed-large or small group, etc.) and independent or shared activities (student directed-centers, paired, journals, etc.) and the resources needed to implement the lessons. Be specific in your description of daily implementation. For each lesson include:
 - Literacy objectives from Illinois Early Learning Guidelines, IELDS or CCSS
 - **Model Performance Indicators for English and/or Spanish**
 - **Vocabulary and linguistic structures for 3 levels**
 - Use of first language
 - Home-school connections.
 - Assessment procedures
 - Instructional Materials
 - Reflection

Clinical Experiences

Using WIDA Resources

- Observe a young dual language learner interacting in a primarily English environment and in a primarily home language environment . Describe your observations. Consider;
 - how are the language/s used across contexts*
 - what factors impact the interactions (social, cultural, developmental, linguistic)*
 - does the quantity of language vary across contexts*
- Discuss how key concepts from the WIDA theoretical principles document impact the interactions you observed.

Assessment Chaos: Policy Recommendations

Williams, 2014

- Mandatory Screening
- Reclassification procedures PreK–3rd
- Multiple measures in English
- Measures in home language

Literacy Squared Writing Rubric

Escamilla, et al. 2014

Spanish Score		English Score
10	Content	10
5	Structural Elements	5
6	Spelling	6
Bilingual Strategies		

Research Findings Lesaux & Geva(2006)

- ELL's often perform at the same level as native English speakers in word reading and spelling but less well on reading comprehension.
- Phonological awareness and working memory predict word reading
- Oral language proficiency does not predict word reading
- Oral language proficiency predicts comprehension

Project Ideas

- Have students collect language assessment information from various school districts and childcare settings from websites, interviews and/or visits for PreK-3 children. Compare the findings to the policy recommendations to those recommended by Williams.
- Have small groups of students review the language and literacy assessments for linguistic and cultural responsiveness and present findings to the class.

Watch video of a guided reading lesson. Take notes on the teacher's use of ESL strategies. What additional strategies could be used?

[http://www.youtube.com/watch?
v=7_jXuW_Knc0](http://www.youtube.com/watch?v=7_jXuW_Knc0)

Book Reading Assignment Example

1. Introduction; background, language/s spoken, how you gathered information,
2. Child's selection
3. Teacher's selection
4. Analyze using Bridging protocol and **WIDA performance definitions.**
5. Summarize what you learned about what child can do? What would you work on next in terms of language and literacy? In what language/s?

Girl is 5 years old and speaks Mandarin and English. She has lived in the US for 3 years. She is a sequential English language learner. The teacher read Mouse Paint and asked child questions.

Teacher's question in English	Child's answer in English
What did the mice find out when they mixed some of the colors?	They change color.
What is your favorite color and why?	Pink-because I like it.
At the end of the story, the mice left some white parts. Why?	No verbal response (shrugged shoulders and shakes head no)

This time the dad asked the questions and she responded in Mandarin. Dad translated answers into English.

Teacher's question in English	Child's answer in English	Child's answer translated into English from Mandarin
What did the mice find out when they mixed some of the colors?	They change color.	Red and yellow become orange. Yellow and blue become green. Blue and red become purple.
What is your favorite color and why?	Pink-because I like it.	Pink. Brown. I like ice cream in brown.
At the end of the story, the mice left some white parts. Why?	No verbal response (shrugged shoulders and shakes head no)	They don't want the cat to see them.

The teacher asked the same questions a second time in English after the Mandarin practice.

Teacher's question in English	Child's answer in English	Child's answer translated into English from Mandarin	Child's second answer in English
What did the mice find out when they mixed some of the colors?	They change color.	Red and yellow become orange. Yellow and blue become green. Blue and red become purple.	They paint.
What is your favorite color and why?	Pink-because I like it.	Pink. Brown. I like ice cream in brown.	Brown because I like the ice cream
At the end of the story, the mice left some white parts. Why?	No verbal response (shrugged shoulders and shakes head no)	They don't want the cat to see them.	Because mice don't want cat to see them.

HERO Website

<http://ilfacultyresources.org>

early
childhood

HERO 

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Education Resources Online

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Welcome to the Illinois Early Childhood **H**igher **E**ducation **R**esources **O**nline website (**HERO**), a project of the Early Childhood Center of Professional Development (formerly Illinois Resource Center: Early Childhood), with funding from the Race to the Top Early Learning Challenge, Governor's Office of Early Childhood and the Illinois State Board of Education. Funding for HERO was provided in response to requests from higher education faculty of two and four year Early Childhood teacher preparation programs for a site where they could connect with and learn from their peers around the state. Surveys and focus groups with faculty indicated the need for a website to post and find the latest research and best practices and discuss innovative ideas. Specific content areas were recommended to help support pre-service students, including linguistic and cultural diversity, early math, child assessment and more.

HERO is here for you, with member submitted resources and discussions meant to support you in your work preparing early childhood educators!

[Sign up now to participate!](#)



Academic Resources

- Beeman, K. & Urow, C. (2014) *Teaching for biliteracy*. Philadelphia, PA: Caslon.
- Cloud, N., Genesee, F. & Hamayan, E. (2009). English language learners: A teacher's Guide to research-based practices. Portsmouth, NH: Heinemann.
- Escamilla, K. et. Al (2014) *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA: Caslon.

Academic Resources

- Gersten, R. Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P, & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. IES Practice Guide. NCEE 2007-4011. *What Works Clearinghouse*.
- Lesaux N. & Geva, E. .(2006). Synthesis: Development of literacy in language-minority students. *In Developing literacy in second language learners: Report of the National Literacy Panel on language minority child and youth*. Mahwah,NU: Lawrence Erlbaum Associates, Inc.

Academic Resources

- Macgruder, E.S, Hayslip, W.W., Espinosa, L.M., & Matera, C. (2013) Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners. *Young Children*. March. 8-15
- Reyes, M. & Halcon, J. (2001)*The best for our children: critical perspectives on literacy for Latino student*. New York, NY:Teachers College Press.

Website	Description
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic	<ul style="list-style-type: none"> • Selecting culturally appropriate books in languages other than English. • How to use bilingual books. • Code Switching • Multicultural principles
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof_dev/conferences/DLLGeneralSessi.htm	<p>Myths and Realities about Dual Language Learning by Fred Genesee (Keynote 1 hour 32 minutes)</p>
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL%20Resources/GuidetoDualLan.htm	<p>8 part webinar on DLLs</p>
http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/AB%20-%20Language%20%26%20Literacy%20Development.pdf	<p>Annotated Bibliography on language and literacy development for DLLs. 2011</p>

Website	Description
http://kiblerintercultural.weebly.com/presentations.html	Multicultural book lists and guidelines for making a collection.
www.Omniglot.com	Writing Systems and Languages of the World
http://www.newamerica.org/education-policy/chaos-for-dual-language-learners/	Williams, C. (2014) Chaos for Dual Language Learners: An examination of state policies for exiting children from language services in PreK-3rd Grades.
http://texasliterature.com/pdf/GR12_ProfDevGdbk.pdf	Contrastive Analysis Guide P.133-144