



Brief on the Emerging Language and Literacy Curriculum and Dual Language Learners (DLL)

Ornes, J., Patterson, S., McMillan, D., Thomas, J. & Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org/>

Defining Dual Language Learner (DLL):

For the purpose of this policy statement, children who are DLLs are those who are learning two (or more) languages at the same time, or learning a second language while continuing to develop their first language. Source: US Department of Health and Human Services. (2017) POLICY STATEMENT ON SUPPORTING THE DEVELOPMENT OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD PROGRAMS, Administration for Children and Families.

“Dual language learners (DLLs) are children under the age of five who have at least one parent or guardian who speaks a language other than English at home and are mastering their native language proficiency while learning English simultaneously. There are 11 million DLLs in the United States, comprising 32 percent of the nation’s birth to age 8 population. The vast majority of American DLLs speak Spanish as their native language, although there is significant diversity in their abilities.” (Weyer, M. (2018) Dual- and English-Language Learners. National Conference of State Legislatures. Available online: <http://www.ncsl.org/research/education/english-dual-language-learners.aspx>)

What Are Evidence-Based Practices for DLLs That are Integrated in the ELLC?

Exemplary practice for effective instruction requires intention, integration, interaction and inclusion to create the most opportunity for children to learn. Research in best practices for DLLs includes vocabulary, comprehension, phonological awareness, writing opportunities, alphabetic principle, print awareness, small group instruction, and parent engagement. There are four key components in the ELLC when evidence-based practices can be applied deliberately and recurrently: shared storybook reading, phonological awareness small groups, ELLC circle time, and learning centers.

Shared Storybook Reading:

- Before, during, and after reading model is utilized to promote comprehension and verbal interaction
- Selected vocabulary is introduced in a developmentally appropriate, research-based model and contextualized during reading
- Dialogic reading techniques (PEER and CROWD), shown to increase vocabulary, are utilized to create interaction and group conversation about the book
- Grammatical forms are targeted in each unit and appear in the selected books for the unit
- Small group reading is encouraged

Phonological Awareness Groups:

- Small group (five or fewer children)
- Alphabetic principle, alphabet knowledge are targeted
- Phonological/phonemic awareness small groups are integrated with the theme
- Language of instruction (academic language) is utilized, e.g. syllable, target sound, alliteration, rhyming, etc.

ELLC Circle Time:

- Oral language development (vocabulary, grammar, discourse, child dictation)
- Academic language including concepts and terms of mathematics, science, and social studies
- Small group instruction and interaction
- Print awareness
- Alphabet knowledge

Learning Centers:

- Writing Center promotes meaningful communication through emergent writing, e.g. writing name, write thank you notes, message boxes, etc.
- Create-A-Book Center provides opportunity to journal and to make books consistent with the theme of the unit
- All eleven Learning Centers are designed to encourage child-to-child and child-to-teacher verbal interaction
- Children work and play in small groups in each Learning Center

Parent Engagement: ELLC includes a Parent Curriculum featuring home visits, written communication (in English and Spanish), workshops, and parent conferences.

ELLC encourages bilingual instruction whenever possible.

Useful Reference: BEST INSTRUCTIONAL PRACTICE FOR ENGLISH LEARNERS Selected Research 2006-2011. Found online at www.education.nh.gov/.../esol/documents/best_practice_for_english_learners8-12.pdf