

## Supporting Dual Language Learners Syllabus — In-Person Course

### Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

### Course Description


This course focuses on the language, reading, writing, and communication development of children who are dual language learners (DLLs), ages birth-to-five years. Connections are made between assessment and instruction that promote early language and literacy learning for children who are DLLs. Emphasis throughout the course is placed on fostering language and literacy learning by building on the family and community connections of young children who are DLLs.

Most participants enrolled in this course are planning, or are currently engaged in, rewarding careers as teachers of young children. Early in one's career, it is common to feel a gap between rote learning and what is required to competently help all children to develop oral and written language abilities in their home language(s) and in English. Knowledge of child development and teaching strategies is vital, but no less important are the higher order skills of applying the knowledge accurately. In this course you will be encouraged to problem-solve and actively engage in "owning" the material that will serve you for the duration of your career. Observing, assessing, and working with young children who are DLLs are a primary means through which application will be taught. During these times, you will have access to support from your instructor as well as fellow course participants.

### Objectives

Participants will be able to:

1. Learn to implement effective teaching strategies based on research and theory in early language and literacy acquisition of young children who are DLLs.
2. Understand, evaluate, and use evidence-based research, resources, and practices to facilitate the oral and written language development and communication abilities of children who are DLLs, ages birth-to-five years.
3. Apply the knowledge and skills to implement individualized, specific strategies that promote language and literacy skills in English and in the child's home language, by ensuring that all children receive daily language and early literacy experiences that acknowledge the importance of their Home Language(s) and are individualized to promote their school readiness and long-term success.



In order to develop these professional abilities, participants in the course will read about, discuss, and use:

Foundational knowledge of:

- Early learner demographics, and how current demographics affect assessment and teaching practices.
- The basic processes of early language and literacy development in children who are learning one or more languages, including how they are the same, different, and diverse. Continued progress in home language as the child is also acquiring English is essential.
- The interrelated nature of oral and written language development, and how to use, and continue to develop, first and second oral and written languages in children who are DLLs.

Application of knowledge to:

- Assist families who speak a language, or languages, other than English, to use their home language(s) to help their children to learn to listen, speak, read, and write in their home language(s) and in English.
- Screen and assess young children who are DLLs, gather and share findings with families, and use the information to address each child’s individual home and secondary language needs.
- Create language-rich classroom environments in which children’s “code-switching” is appropriately recognized and used to promote English and continuous home language learning in young children who are DLLs.
- Develop, implement, and evaluate effective lessons, teaching strategies, and play-based instructional experiences designed to facilitate early English and continuous home language and literacy development every day, all day, for every child, ages birth to five years.

## Grading

Participation/Professionalism	10%
Professional Learning Teams	30%
Weekly Assignments	30%
Midterm Assignment (Case Study Part 1)	15%
Final Assignment (Case Study Part 2)	15%


## Expectations

### **Participation/Professionalism** (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

### **Professional Learning Team** (30%: Grading per Instructor)

Given that thoughtfully adaptive teaching of oral and written language to a diverse group of children is complex, teachers cannot do it alone. We must develop an inquiry stance that includes professional reading, collaborative supports, and partnering with families. Participating in a Professional Learning Team is one way to develop this stance. Participation includes (A) completing and discussing weekly



readings and assignments, (B) providing constructive feedback on other Learning Team member's videos and other postings, and (C) conversing with at least one family member of a young child who is a DLL about his or her knowledge of, and hopes for, their child's language development, in each of his or her languages. Suggested conversation starters and questions will be provided during the course and the conversation with a family member will be completed during Session 5 of the course. By being a part of a learning community, it is important to contribute to, and learn from, the content knowledge of the community. **Timely and thoughtful completion of these three components of being active participants on a Professional Learning Team accounts for 40% of the course grade (on average score of grading rubrics).**

### **Weekly Assignments** (30% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice. Each session includes assignments designed to help course participants to enhance their knowledge about oral and written language development and communication in young children who are DLLs. In addition, these assignments, if completed in earnest, will help participants to effectively apply their knowledge to help each and every child, in partnership with the child's family members, to develop oral and written language abilities and become effective communicator
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children, teachers, and/or families. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide quality feedback to yourself and peers.

**Thorough completion and timely posting of each assignment, and providing constructive comments on fellow course participant's video postings, accounts for 30% of the course grade (30 points-based on average score of grading rubrics).**

### **Midterm and Final Assignment** (15% each: Grading per assignment rubric)

Each course participant will complete a case study of one child who is a DLL, ages birth-five years. The case study should connect your learning across the sessions in the course. The case study will include two parts (1) child language assessment and (2) teaching. Specific guidance will be provided on how to complete an assessment of a DLL's language strengths and needs. Specific instructions on how to develop, implement, and determine the success of a particular lesson or teaching strategy will be provided throughout the latter part of the course. You will submit a written description and video of your assessment of the case study child's oral and written language abilities in his or her home language, and in English, to the course instructor, and to your Professional Learning Team. You will receive feedback on your assessment, including ideas on how to gather additional information and use this information in developing, implementing, and evaluating a lesson plan or teaching strategy. You will submit the video of your teaching with a young child who is a DLL by the end of the course.



## Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

## Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

## Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the \_\_\_\_\_ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with \_\_\_\_\_ to discuss and address them. If you have already established accommodations with \_\_\_\_\_, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

## Course Schedule

Session	Topic	Readings and Assignments
1	<p><b>Course Introduction</b></p> <p>Introductions, Objectives, and Course Overview</p> <p>Assumptions About High-Quality Early Childhood Education</p> <p>What is Intentional Teaching?</p> <p>Intentional Teaching with Young Children who are DLL</p>	<p><b>Readings</b></p> <p>Macrina, M., Hoover, D., &amp; Becker, C. (2009). The challenge of working with dual language learners. <i>Young Children</i>, 27–34.</p> <p>Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C., &amp; Knowles, M. (2013). Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. <i>Early Childhood Research Quarterly</i>, 29(4), 765-785.</p> <p>Cash, A. H., Cabell, S. Q., Hamre, B. K., DeCoster, J., &amp; Pianta, R. C. (2015). Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. <i>Teaching and Teacher Education</i>, 48, 97–105.</p> <p><b>Assignments</b></p> <p><i>DLL S1 Assignment Self-Introductions Video</i></p> <p><i>DLL S1 Assignment Mini-Podcast Video</i></p> <p><i>DLL S1 Assignment Mini-Podcast CORP</i></p> <p><i>DLL S1 Assignment Program Preparedness Checklist</i></p>

Session	Topic	Readings and Assignments
2	<p><b>General Principles of Language Development and Communication</b></p> <p>Overview: Language Development</p> <p>Oral and Written Language Development</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). <i>Getting started with the Head Start Early Learning Outcomes Framework</i>.  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf</a></p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>, 22-33.  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</a></p> <p>American Speech, Hearing, and Language Association webpage on communication development: <a href="http://www.asha.org/public/speech/development">www.asha.org/public/speech/development</a></p> <p>Dual Language Learners in State Early Learning Guidelines and Standards:  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/state-guidelines">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/state-guidelines</a></p> <p>Castro, D. C., Pérez, M. M., Dickinson, D. K., &amp; Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice, and policy. <i>Child Development Perspectives</i>, 5(1), 15–21.</p> <p>Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., &amp; Parra, M. (2012). Dual language exposure and early language development. <i>Journal of Child Language</i>, 39(1), 1–27.</p> <p><b>Assignments</b></p> <p><i>DLL S2 Assignment Intentionally Planning for Quality</i></p>

Session	Topic	Readings and Assignments
3	<p><b>Dual Language Development</b></p> <p>Overview: Dual Language Learners</p> <p>Characteristics of Young Children Who are Dual Language Learners</p> <p>Vocabulary Learning</p> <p>Stages of Dual Language Development</p> <p>Code Switching and Word Mixing</p> <p>Early Language Differentiation</p> <p>Effects and Benefits of Bilingualism</p>	<p><b>Readings</b></p> <p>Pages 45–52 (Principle 6: Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated) of <u>Revisiting and Updating the Multicultural Principles for Head Start Programs</u> (available on OHS NCCLR website)  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting_Multicultural_Principles_for_Head_Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting_Multicultural_Principles_for_Head_Start_English.pdf</a></p> <p>Espinosa, L. M. (2008). Challenging common myths about young English language learners. <i>FCD Policy Brief, Advancing PK-3</i>, (8).</p> <p>Place, S., &amp; Hoff, E. (2011). Properties of dual language exposure that influence 2-year olds' bilingual proficiency. <i>Child Development</i>, 82(6), 1834–1849.</p> <p>Office of Head Start. Strategies for Supporting All Dual Language Learners.  <a href="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</a></p> <p><b>Assignments</b></p> <p><i>DLL S3 Assignment Intentionally Planning for Quality Part 2</i></p> <p><i>DLL S3 Assignment Reflection</i></p>

Session	Topic	Readings and Assignments
4	<p><b>Family Engagement and the Importance of Home Language</b></p> <p>Family Engagement and Dual Language Learners</p> <p>Home Language</p> <p>Joining with Families to Support Home Language</p> <p>The Power of Learning Two or More Languages</p>	<p><b>Readings</b></p> <p>The Importance of Home Language Series Handouts (available on the NCCLR website, and included with course materials)  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html</a></p> <p>Pages 53–60 (Principles 7-8) of Revisiting and Updating the Multicultural Principles for Head Start Programs (available on NCCLR website, and included with course materials)  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a></p> <p>Hindman, A. H., Skibbe, L. E., Miller, A. L., &amp; Zimmerman, M. (2010). Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start, to literacy and mathematics growth through first grade. <i>Early Childhood Research Quarterly, 25</i>(2), 235–250.</p> <p>Hammer, C. S., Davison, M. D., Lawrence, F. R., &amp; Miccio, A. W. (2009). The effect of maternal language on bilingual children’s vocabulary and emergent literacy development during Head Start and kindergarten. <i>Scientific Studies of Reading, 13</i>(2), 99–121.</p> <p>Sparks, S. (2015). Key to Vocabulary Gap Is Quality of Conversation, Not Dearth of Words. <i>Education Week, 34</i>(28) 1–11. Retrieved from:  <a href="http://www.edweek.org/ew/articles/2015/04/22/key-to-vocabulary-gap-is-quality-of.html">http://www.edweek.org/ew/articles/2015/04/22/key-to-vocabulary-gap-is-quality-of.html</a>  (included with course materials)</p> <p><b>Assignments</b></p> <p><i>DLL S4 Assignment Mini-Podcast Video</i>  <i>DLL S4 Assignment Mini-Podcast CORP</i></p>



Session	Topic	Readings and Assignments
5	<p><b>Developing Partnerships with Families</b></p> <p>Family-Centered Practice</p> <p>Conversations to Gather Language Information</p> <p>Sharing Information with Families</p>	<p><b>Readings</b></p> <p>Gathering and Using Language Information that Families Share_booklet on NCCLR website (7 pages) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf</a></p> <p>Pages 31–40 (Principle 4) of Revisiting and Updating the Multicultural Principles for Head Start Programs (available on NCCLR website) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting_Multicultural_Principles_for_Head_Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting Multicultural Principles for Head Start_English.pdf</a></p> <p>Hammer, C. S., Miccio, A. W., &amp; Wagstaff, D. A. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. <i>Language, Speech, and Hearing Services in Schools, 34</i>, 20–30.</p> <p>Hindman, A. &amp; Wasik, B. (2015). Building vocabulary in two languages: An examination of Spanish-speaking dual language learners in Head Start. <i>Early Childhood Research Quarterly, 31</i>, 19–33.</p> <p><b>Assignments</b></p> <p><i>DLL S5 Assignment Family Interview and Reflection</i></p>

Session	Topic	Readings and Assignments
6	<p><b>Screening and Assessing Young Children</b></p> <p>Overview: Screening and Assessment</p> <p>Screening</p> <p>Assessment</p> <p>Standardized Screening and Assessment Instruments</p>	<p><b>Readings</b></p> <p>NAEYC: Complete position statements on curriculum, assessment, and program evaluation. <a href="http://www.naeyc.org/positionstatements/cape">http://www.naeyc.org/positionstatements/cape</a></p> <p>NAEYC’s Position Statement: <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/eclkc/assessing_dlls/ScreeningandAss.htm">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/eclkc/assessing_dlls/ScreeningandAss.htm</a></p> <p><i>Screening and Assessing NAEYC Supplement</i> (Shorter Version): <a href="http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf">http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf</a></p> <p><i>Where We Stand NAEYC</i>: <a href="https://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf">https://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf</a></p> <p>Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders (see pp. 13-15 for Planning and Implementation Worksheet): <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/Screening-dual-language-learners.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/Screening-dual-language-learners.pdf</a></p> <p><b>Assignments</b></p> <p><i>DLL S6 Assignment Child Screening and Assessment Requirements</i></p> <p><i>DLL S6 Assignment Planning and Implementation Worksheet</i></p>

Session	Topic	Readings and Assignments
7	<p><b>Alternative Assessments for Teaching and Learning</b></p> <p>Assessments Approaches</p> <p>Assessments for Teaching and Learning (ATLs)</p> <p>Types of ATLs</p> <p>Teacher’s Role in ATL</p>	<p><b>Readings</b></p> <p>Espinosa, L. &amp; Garcia, E. (working paper) Developmental Assessment of Young Dual Language Learners with a Focus on Kindergarten Entry Assessment: Implications for State Policies. Chapel Hill, NC: Center for Early Care and Education Research-Dual Language Learners.  <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/CECER-DLL_WP%231_Nov12.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/CECER-DLL_WP%231_Nov12.pdf</a></p> <p>Office of Head Start. Assessment of English Language Learners: Challenges and Strategies.  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessmentofEng_1.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessmentofEng_1.htm</a></p> <p>Pena, D. &amp; Halle, T. (2011). Assessing preschool dual language learners: Traveling a multiforked road. <i>Child Development Perspectives</i>, 5(1), 28-32.</p> <p><b>Assignments</b></p> <p><i>DLL S7 Assignment Mini-Podcast Video</i>  <i>DLL S7 Assignment Mini-Podcast CORP</i></p>

Session	Topic	Readings and Assignments
8	<p><b>Oral and Written Language Assessment</b></p> <p>Environmental Assessments</p> <p>Assessing Dual Language Learners</p> <p>Vocabulary Development in DLLs</p> <p>Bilingual Vocabulary Assessment</p> <p>Additional Topics on Assessment</p> <p>Early Head Start and Head Start Language, Communication and Literacy Standards</p> <p>Using Assessment Data</p>	<p><b>Readings</b></p> <p>Office of Head Start. Strategies for Supporting All Dual Language Learners. <a href="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</a></p> <p>Research Brief #10: <i>Approaches to Assessing the Language and Literacy Skills of Young Dual Language Learners: A Review of the Research</i>. Chapel Hill, NC: Center for Early Care and Education Research-Dual Language Learners. <a href="http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECER-DLL_Brief10.pdf">http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECER-DLL_Brief10.pdf</a></p> <p>Garcia, E. &amp; Frede, E. (Eds.), <i>Young English Language Learners: Current Research and Emerging Directions for Practice and Policy</i>. New York: Teachers College Press</p> <p><b>Assignments</b></p> <p><i>DLL S8 Assignment Midterm Planning Form</i></p> <p><i>DLL S8 Assignment Midterm Case Study Part 1</i></p>

Session	Topic	Readings and Assignments
9	<p><b>Understand and Use Code While Building Language and Vocabulary</b></p> <p>Intentional Vocabulary Development</p> <p>Types of Conversations</p> <p>Developing Oral Language Abilities and Communication Skills</p> <p>Understanding and Using Code-Switching Language Abilities</p>	<p><b>Readings</b></p> <p>Cabell, S., Justice, L. M., McGinty, A., DeCoster, J., &amp; Forston, L. D. (In Press). Teacher-child conversations in preschool classrooms: Contributions to children's vocabulary development. <i>Early Childhood Research Quarterly</i>, 30, 80-92.</p> <p>Wasik, B. (2010) What teachers can do to promote preschoolers' vocabulary development: Strategies from an effective language and literacy professional development coaching model. <i>The Reading Teacher</i>, 63(8), 621–633</p> <p>Cabell, S., Justice, L. M., Piasta, S., Curenton, S., Wiggins, A., &amp; Turnbull Pence, K. (2011). The impact of teacher responsivity education on preschoolers' language and literacy skills. <i>American Journal of Speech-Language Pathology</i>, 20, 315–330.</p> <p>Gosse, C. S., McGinty, A. S., Mashburn, A. J., Hoffman, L. M., &amp; Pianta, R. C. (2014). The role of relational and instructional classroom supports in the language development of at-risk preschoolers. <i>Early Education &amp; Development</i>, 25(1), 110–133.</p> <p><b>Assignments</b></p> <p><i>DLL S9 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S9 Assignment Interacting with a DLL Video</i></p> <p><i>DLL S9 Assignment Interacting with a DLL CORP</i></p> <p><i>DLL S9 Assignment Encouraging a DLL Video</i></p> <p><i>DLL S9 Assignment Encouraging a DLL CORP</i></p>

Session	Topic	Readings and Assignments
<p><b>10</b></p>	<p><b>Building Background Knowledge</b></p> <p>Overview: Building Background Knowledge</p> <p>Building Background Knowledge Through Shared Reading</p> <p>Selecting and Sharing Books</p> <p>Dialogic Reading</p> <p>Intertextual Connections</p>	<p><b>Readings</b></p> <p>Gillanders, C., &amp; Castro, D. (2011). Storybook reading for young dual language learners. <i>Young Children</i>, 66(1), 91–95. Washington, DC: NAEYC.</p> <p><b>Assignments</b></p> <p><i>DLL S10 Assignment Lesson Plan for Shared Reading</i></p> <p><i>DLL S10 Assignment Shared Reading Video</i></p> <p><i>DLL S10 Assignment Shared Reading CORP</i></p> <p><i>DLL S10 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S10 Assignment Interesting Experience Video</i></p> <p><i>DLL S10 Assignment Interesting Experience CORP</i></p>
<p><b>11</b></p>	<p><b>Building Phonological Awareness</b></p> <p>Overview: Building Phonological Awareness</p> <p>Sample Materials to Build Phonological Awareness</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Assignments</b></p> <p><i>DLL S11 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S11 Assignment Phonological Awareness Lesson Video</i></p> <p><i>DLL S11 Assignment Phonological Awareness Lesson CORP</i></p>

Session	Topic	Readings and Assignments
12	<p><b>Developing Early Literacy Skills</b></p> <p>Overview: Alphabet Knowledge</p> <p>Teaching Alphabet Knowledge</p> <p>Early Alphabet Knowledge Through Writing</p> <p>Ways to Use Writing in the Classroom</p> <p>Letters and Sounds</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Assignments</b></p> <p><i>DLL S12 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S12 Assignment Alphabet Knowledge and Writing Lesson Video</i></p> <p><i>DLL S12 Assignment Alphabet Knowledge and Writing Lesson CORP</i></p>
13	<p><b>Fostering Book Knowledge and Print Concepts</b></p> <p>Overview: Book Knowledge and Print Concepts</p> <p>Ways to Foster Book Knowledge and Print Concepts</p> <p>Tips When Working with Print Concepts</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Assignments</b></p> <p><i>DLL S13 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S13 Assignment Book Knowledge and Print Concepts Lesson Video</i></p> <p><i>DLL S13 Assignment Book Knowledge and Print Concepts Lesson CORP</i></p>

Session	Topic	Readings and Assignments
14	<p><b>Creating Language- and Literacy-Rich Learning Environments</b></p> <p>The Importance of Classroom Environments</p> <p>Classroom Environments that Support DLLs</p> <p>Classroom Language Models</p> <p>What to Do When Teachers Speak English Only</p> <p>Other Ways to Promote Language and Literacy Development for DLLs</p>	<p><b>Readings</b></p> <p>Goldberg, C., Hicks, J. &amp; Lit, I. (2013). Dual language learners: Effective instruction in early childhood. <i>American Educator</i>, 26-29.</p> <p>Magruder, E. Hayslip, W., Espinosa, L., &amp; Matera, C. (2013). Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners. <i>Young Children</i>, 8-15. Washington, DC: NAEYC</p> <p><b>Assignments</b></p> <p><i>DLL S14 Assignment Environmental Assessment</i></p> <p><i>DLL S14 Assignment Environmental Assessment Tool Review</i></p>



Session	Topic	Readings and Assignments
15	<p><b>Making IT Happen with the Planned Language Approach</b></p> <p>Overview: Planned Language Approach</p> <p>Why Use the Planned Language Approach?</p> <p>Research Base</p> <p>Home Language Support</p> <p>The “Big 5” for All</p> <p>Specific Strategies to Support DLLs</p> <p>Language Policies and Practices</p>	<p><b>Readings</b></p> <p>Pages 65–70 (Principle 10) of Revisiting and Updating the Multicultural Principles for Head Start Programs (available on NCCLR website, and included with course materials)</p> <p><a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</a></p> <p><b>Assignments</b></p> <p><i>DLL S15 Assignment PLA Planning Form</i></p> <p><i>DLL S15 Assignment Planned Language Approach Summary</i></p> <p><i>DLL S15 Assignment Intentional Teaching Lesson Plan</i></p> <p><i>DLL S15 Assignment Final Case Study Part 2 Video</i></p> <p><i>DLL S15 Assignment Final Case Study Part 2 CORP</i></p> <p><i>DLL S15 Assignment Final Mini-Podcast Video</i></p> <p><i>DLL S15 Assignment Final Mini-Podcast CORP</i></p>