



# Effective Early Childhood Instruction for the Young EL



TITLE III



**Early Childhood Education  
For English Learners**

TEXAS EDUCATION AGENCY



# Training Goals

## Content Objective

- Participants will examine appropriate instructional activities Title III, Part A-funded local educational agencies (LEAs) may implement in order to ensure that young ELs attain high levels of academic achievement in English.

## Language Objective

- Participants will discuss, read, and write using provided resources related to appropriate instructional activities and considerations in order to ensure that young ELs attain high levels of academic achievement in English.



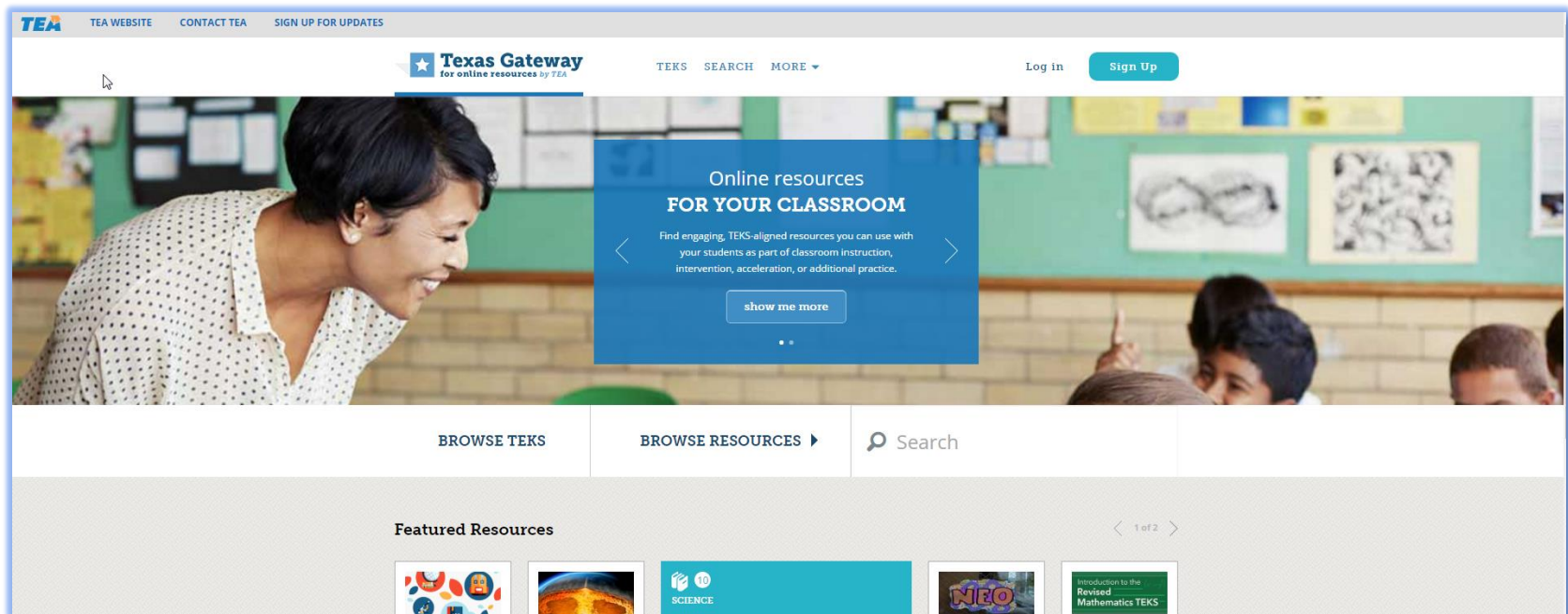
# Purpose

The purpose of the Title III Early Childhood Education for English Learners session and Texas Gateway online course is to provide educators support for young students whose primary language is not English. Early childhood education for young ELs is critical for language and literacy development. Thus, preschool programs must purposefully design instruction and include home-school connections specifically for young ELs. This session will provide teachers and administrators a better understanding of how to design early childhood instruction to meet the needs of young ELs' language development and examine the critical areas of academic success.



# Effective Early Childhood Instruction for the Young EL

## Texas Gateway





# Resources and Forms

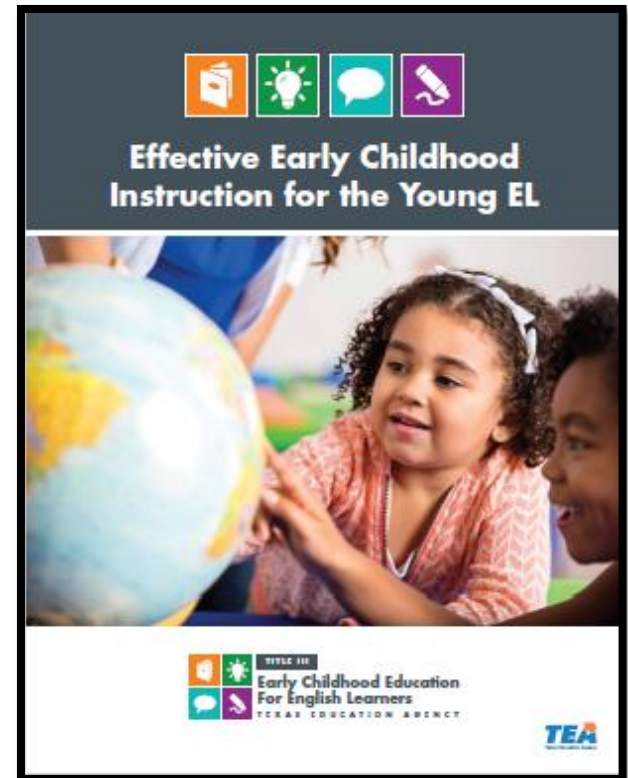
- Classroom Reading Evaluation
- Early Childhood Lesson Plan Template
- Ecological Design Tool
- Family Engagement Activities
- Graphic Organizers
- Home Connections
- Informal Assessment for ELs
- Low Affective Filter Checklist
- Question Stems
- Read Alouds
- Stages of Second Language Acquisition





## Companion Tool

The *Effective Early Childhood Instruction for the Young EL* companion tool associated with the face-to-face session and online course will provide LEAs with support in ensuring that reflections on guiding questions have been considered when planning for effective reading, critical thinking, oral language development, and writing activities.





# Effective Early Childhood Instruction for the Young EL

## Handouts

**Early Childhood Education For English Learners**  
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### Classroom Ecological Design Tool

Teacher Name: \_\_\_\_\_

This tool allows teachers of young English learners (ELs) to reflect on the critical elements of the classroom and the integration of language throughout the classroom learning stations.

Rate using: E=Evident NE=Not Evident NS=Not Sure

Classroom Environment	E	NE	NS
Evidence of play centers arranged appropriately considering noisy areas away from quiet areas to facilitate communication by students			
Evidence of familiar print that is representative of the places, objects, and materials children encounter every day			
Evidence of labeling with words and pictures everywhere in the classroom to make connections to written language			
Evidence of established routines to promote modeling and shared responsibility through daily charts and expression of rules and expectations			
Evidence of established schedule to promote structured activities			
Evidence of a variety of materials that promote purposeful play, communication, and exploration			
Evidence of an environment that promotes cultural and language differences among all students served			
Evidence of multiculturalism and diversity in books, materials, and artifacts			
Evidence of differentiation for all learners, honoring each child's uniqueness			
Evidence of a learning environment that accommodates for learners with diverse needs			
Evidence of purposeful planning of activities designed to facilitate interaction, independence, group work, cooperative learning, and self-help skills			
Evidence of a positive environment through display of students' work			
Evidence of lessons designed to promote exploration and discovery that stimulate communication and higher order thinking skills			
<b>TOTAL:</b>			

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### Classroom Readiness Evaluation Self-Reflection

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Classroom Readiness Evaluation Self-Reflection provides early childhood teachers with opportunities to reflect on their classroom and the importance of having a classroom that is culturally and linguistically appropriate for English language learners' needs.

Rate yourself using the following scale: 1=Disagree 2=Neutral 3=Agree

As an early childhood teacher I...

Learning Environment	1	2	3
understand the importance of displaying an environment that is sensitive to cultural, language, and learning differences			
label the classroom, connecting written language with pictures to create a print-rich environment using both native language and English			
display a classroom that is culturally appropriate including student work			
create a physical room arrangement rich with environmental print to promote language development			
understand the importance of creating a learning environment that promotes language and literacy through books, materials, resources, and writing utensils that reflects students' culture and language			
<b>Total</b>			

Social Environment	1	2	3
understand how to incorporate interaction, cooperative grouping, and independent activities to support language development			
promote activities that use simple language demonstrating comprehensible input			
use cognates when appropriate and embedded into cross-language connections			
use stages of language development to emphasize oral language and vocabulary development			
encourage social and quiet times to provide students the opportunities to converse			
<b>Total</b>			

Curriculum	1	2	3
comprehend the Texas Prekindergarten Guidelines and how to incorporate English Language Proficiency Standards (ELPS) into the curriculum			
design differentiated lesson plans based on students' language proficiencies			
scaffold lessons using routines to promote students' understanding of new concepts and language			
understand terms such as L1 (native language) and L2 (second language)			
understand the importance of students' mastery of English language skills, as well as content areas such as mathematics, science, and social studies			
<b>Total</b>			

Content Knowledge	1	2	3
have knowledge of the ELPS			
understand how to use the ELPS to prepare lessons based on students' proficiency levels			
incorporate listening, speaking, reading, and writing into lesson plans and daily activities			
understand the importance of social and academic language in both student's native language and English for academic success			
understand comprehensible input and how important it is for ELLE learning			
<b>Total</b>			

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### Language Acquisition Checklist

Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
is other non-verbal	<input type="checkbox"/> Gestures <input type="checkbox"/> Language focuses on conveying meanings and vocabulary development	<input type="checkbox"/> Point to ... <input type="checkbox"/> Find the ... <input type="checkbox"/> Put the ... next to the ...
ands speak, also known as	<input type="checkbox"/> Repetition <input type="checkbox"/> Does not force student to speak	<input type="checkbox"/> Do you have the ...? <input type="checkbox"/> Is this a ...? <input type="checkbox"/> Who wants the ...?
than can produce	<input type="checkbox"/> Uses of pictures/non-linguistic representation for comprehension	<input type="checkbox"/> Who has the ...?
two-word utterances very words and familiar	<input type="checkbox"/> Asks questions that can be answered by yes/no and either/or responses <input type="checkbox"/> Models correct responses	<input type="checkbox"/> Yes/no questions (Do you like ice cream?) <input type="checkbox"/> Either/or (Is this a screwdriver or a hammer?)
verbs age patterns also	<input type="checkbox"/> Ensures a supportive, low-anxiety environment <input type="checkbox"/> Does not overtly call attention to grammar errors	<input type="checkbox"/> One-word response (What utensil am I holding in my hand?) <input type="checkbox"/> General questions, which encourage lists of words (What do you see on the board?) <input type="checkbox"/> Two-word response (Where did he go? To work.)
group activities prehension in a variety of	<input type="checkbox"/> Focuses content on key concepts <input type="checkbox"/> Provides frequent comprehension checks	<input type="checkbox"/> Why? <input type="checkbox"/> How? <input type="checkbox"/> How is this like that?
rases and simple sentences age more freely d pronunciation errors stands jokes	<input type="checkbox"/> Uses performance-based assessment <input type="checkbox"/> Uses expanded vocabulary <input type="checkbox"/> Asks open-ended questions that stimulate language production	<input type="checkbox"/> Tell me about ... <input type="checkbox"/> Talk about ... <input type="checkbox"/> Describe ... <input type="checkbox"/> How would you change this part?
ing and writing activities to tion routines in abstract ing subjects at school high degree of literacy	<input type="checkbox"/> Fosters conceptual development and expanded literacy through content <input type="checkbox"/> Continues to make lessons comprehensible and interactive <input type="checkbox"/> Teaches thinking and study skills <input type="checkbox"/> Continues to be alert to individual differences in language and culture	<input type="checkbox"/> What would you recommend/suggest? <input type="checkbox"/> How do you think this story will end? <input type="checkbox"/> What is the story really about? <input type="checkbox"/> What is your opinion on this matter? <input type="checkbox"/> Describe/compare ... <input type="checkbox"/> How are these similar/different? <input type="checkbox"/> What would happen if ...? <input type="checkbox"/> Which do you prefer? Why?

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# Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act

SEC. 3102. [20 U.S.C. 6812] PURPOSES.

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.





## Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act

SEC. 3115. [20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES.

(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

- (1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- (2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.
- (3) Implementing, within an individual school, school wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- (4) Implementing, within the entire jurisdiction of a local educational agency, agency wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.




## Agenda

- Self-reflection
- Introduction
- Reading
- Critical Thinking
- Oral Language Development
- Writing



## Self-Reflection



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### Classroom Readiness Evaluation Self-Reflection

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Classroom Readiness Evaluation Self-Reflection provides early childhood teachers with opportunities to reflect on their classroom and the importance of having a classroom that is culturally and linguistically appropriate for English language learners' needs.

Rate yourself using the following scale: 1= Disagree 2=Neutral 3=Agree

As an early childhood teacher I . . .


Learning Environment			
understand the importance of displaying an environment that is sensitive to cultural, language, and learning differences.	1	2	3
label the classroom, connecting written language with pictures to create a print-rich environment using both native language and English.	1	2	3
display a classroom that is culturally appropriate including student work.	1	2	3
create a physical room arrangement rich with environmental print to promote language development.	1	2	3
understand the importance of creating a learning environment that promotes language and literacy through books, materials, resources, and writing utensils that reflects students' culture and language.	1	2	3
<b>Total</b>			

Social Environment			
understand how to incorporate interaction, cooperative grouping, and independent activities to support language development.	1	2	3
promote activities that use simple language demonstrating comprehensible input.	1	2	3
use cognates when appropriate and embedded into cross-language connections.	1	2	3
use stages of language development to emphasize oral language and vocabulary development.	1	2	3
encourage social and quiet times to provide students the opportunities to converse.	1	2	3
<b>Total</b>			

Curriculum			
comprehend the Texas Prekindergarten Guidelines and how to incorporate English Language Proficiency Standards (ELPS) into the curriculum.	1	2	3
design differentiated lesson plans based on students' language proficiencies.	1	2	3
scaffold lessons using routines to promote students' understanding of new concepts and language.	1	2	3
understand terms such as L1 (native language) and L2 (second language)	1	2	3
understand the importance of students' mastery of English language skills, as well as content areas such as mathematics, science, and social studies.	1	2	3
<b>Total</b>			

Content Knowledge			
have knowledge of the ELPS.	1	2	3
understand how to use the ELPS to prepare lessons based on students' proficiency levels.	1	2	3
incorporate listening, speaking, reading, and writing into lesson plans and daily activities.	1	2	3
understand the importance of social and academic language in both student's native language and English for academic success.	1	2	3
understand comprehensible input and how important it is for ELLs' learning.	1	2	3
<b>Total</b>			

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# Introduction

Effective early childhood instruction involves a structured focus on reading, critical thinking, oral language development, and writing. Within each of these areas are components of a balanced literacy framework, which includes

- being read to by a proficient reader and writer,
- reading and writing with a proficient reader and writer, along with other students, and
- reading and writing independently.



# Reading

Through being read to, reading with others, and having the opportunity to read independently, young ELs begin to increase their knowledge of the structure of the English language and broaden their vocabulary.

Effective strategies include

- read alouds,
- shared reading, and
- independent reading.





# Reading

Some considerations for meaningful reading instruction include

- choosing culturally relevant texts,
- selecting books that young ELs can connect to based on their prior experience and knowledge, and
- exposing young ELs to books that offer the opportunity to hear new vocabulary, language structures, and context-embedded experiences.



## Reading



### READING

- In what ways is the reading instruction meaningful and connected to the lives of young ELs?
- How does the reading instruction integrate the students' real-life experiences?
- How is the reading instruction made explicit to foster English language proficiency?
- What approaches or strategies are implemented during reading instruction to ensure students are receiving comprehensible instruction?
- What criteria is applied to determine if the texts used during reading instruction are culturally relevant?
- How is the students' native language monitored to ensure successful transfer to English?
- What multisensory strategies are used during reading instruction to support students' phonemic and phonological awareness?
- How is wait time measured to ensure students are receiving adequate processing time and feel comfortable with expression thereafter?



## Critical Thinking

Some considerations for meaningful opportunities include

- listening for individual responses as young ELs socially connect with other children and communicate through engaging activities,
- differentiating levels of questioning in order to allow young ELs to feel confident in responding, and
- planning activities that engage all learners at various stages of language acquisition to foster higher-level thinking.



## Levels of Questioning



### Stages of Second Language Acquisition Checklist

Stage	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
<b>Preproduction</b> 0–6 months	<ul style="list-style-type: none"> <li><input type="checkbox"/> Points to or provides other non-verbal responses</li> <li><input type="checkbox"/> Actively listens</li> <li><input type="checkbox"/> Responds to commands</li> <li><input type="checkbox"/> May be reluctant to speak, also known as the "silent period"</li> <li><input type="checkbox"/> Understands more than can produce</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gestures</li> <li><input type="checkbox"/> Language focuses on conveying meanings and vocabulary development</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Does not force student to speak</li> <li><input type="checkbox"/> Uses of pictures/non-linguistic representation for comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Point to . . .</li> <li><input type="checkbox"/> Find the . . .</li> <li><input type="checkbox"/> Put the . . . next to the . . .</li> <li><input type="checkbox"/> Do you have the . . .</li> <li><input type="checkbox"/> Is this a . . . ?</li> <li><input type="checkbox"/> Who wants the . . . ?</li> <li><input type="checkbox"/> Who has the . . . ?</li> </ul>
<b>Early Production</b> 6 months–1 year	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produces one- or two-word utterances</li> <li><input type="checkbox"/> Participates using key words and familiar phrases</li> <li><input type="checkbox"/> Says yes or no</li> <li><input type="checkbox"/> Uses present tense verbs</li> <li><input type="checkbox"/> Uses repetitive language patterns</li> <li><input type="checkbox"/> Limited comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks questions that can be answered by yes/no and either/or responses</li> <li><input type="checkbox"/> Models correct responses</li> <li><input type="checkbox"/> Ensures a supportive, low-anxiety environment</li> <li><input type="checkbox"/> Does not overtly call attention to grammar errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes/no questions (Do you like ice cream?)</li> <li><input type="checkbox"/> Either/or (Is this a screwdriver or a hammer?)</li> <li><input type="checkbox"/> One-word response (What utensil am I holding in my hand?)</li> <li><input type="checkbox"/> General questions, which encourage lists of words (What do you see on the board?)</li> <li><input type="checkbox"/> Two-word response (Where did he go? To work.)</li> </ul>
<b>Speech Emergence</b> 1–3 years	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in small group activities</li> <li><input type="checkbox"/> Demonstrates comprehension in a variety of ways</li> <li><input type="checkbox"/> Speaks in short phrases and simple sentences</li> <li><input type="checkbox"/> Begins to use language more freely</li> <li><input type="checkbox"/> Makes grammar and pronunciation errors</li> <li><input type="checkbox"/> Frequently misunderstands jokes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses content on key concepts</li> <li><input type="checkbox"/> Provides frequent comprehension checks</li> <li><input type="checkbox"/> Uses performance-based assessment</li> <li><input type="checkbox"/> Uses expanded vocabulary</li> <li><input type="checkbox"/> Asks open-ended questions that stimulate language production</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why?</li> <li><input type="checkbox"/> How?</li> <li><input type="checkbox"/> How is this like that?</li> <li><input type="checkbox"/> Tell me about . . .</li> <li><input type="checkbox"/> Talk about . . .</li> <li><input type="checkbox"/> Describe . . .</li> <li><input type="checkbox"/> How would you change this part?</li> </ul>
<b>Intermediate Fluency</b> 3–5 years	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in reading and writing activities to acquire new information</li> <li><input type="checkbox"/> May experience difficulties in abstract, cognitively-demanding subjects at school, especially when a high degree of literacy is required</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters conceptual development and expanded literacy through content</li> <li><input type="checkbox"/> Continues to make lessons comprehensible and interactive</li> <li><input type="checkbox"/> Teaches thinking and study skills</li> <li><input type="checkbox"/> Continues to be alert to individual differences in language and culture</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What would you recommend/suggest?</li> <li><input type="checkbox"/> How do you think this story will end?</li> <li><input type="checkbox"/> What is the story mainly about?</li> <li><input type="checkbox"/> What is your opinion on this matter?</li> <li><input type="checkbox"/> Describe/compare . . .</li> <li><input type="checkbox"/> How are these similar/different?</li> <li><input type="checkbox"/> What would happen if . . . ?</li> <li><input type="checkbox"/> Which do you prefer? Why?</li> <li><input type="checkbox"/> Create . . .</li> </ul>

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## Critical Thinking



### CRITICAL THINKING

- How would the questions posed to the students be described, closed-ended or open-ended?
- How do the closed-ended questions support differentiated instruction and critical thinking?
- How do the open-ended questions support critical thinking?
- Which levels of higher-order thinking skills are represented in the questions routinely posed to the students?
- What level is represented most?
- How is linguistic support provided to students when providing opportunities to engage in critical thinking?
- How are activities planned and implemented in the classroom to involve students engaging and collaborating with each other?






# Oral Language Development

Some considerations for incorporating oral language opportunities and activities include

- understanding that the speed of language acquisition is due to factors both within the child and in the child's learning environment,
- creating a positive classroom environment to promote discovery, and
- valuing the young ELs and the uniqueness of each.



## Classroom Ecological Design Tool

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### Classroom Ecological Design Tool


Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

This tool allows teachers of young English learners (ELs) to reflect on the critical elements of the classroom environment and informally evaluate the integration of language throughout the classroom learning stations.

Rate using:      E=Evident      NE=Not Evident      NS=Needs Support

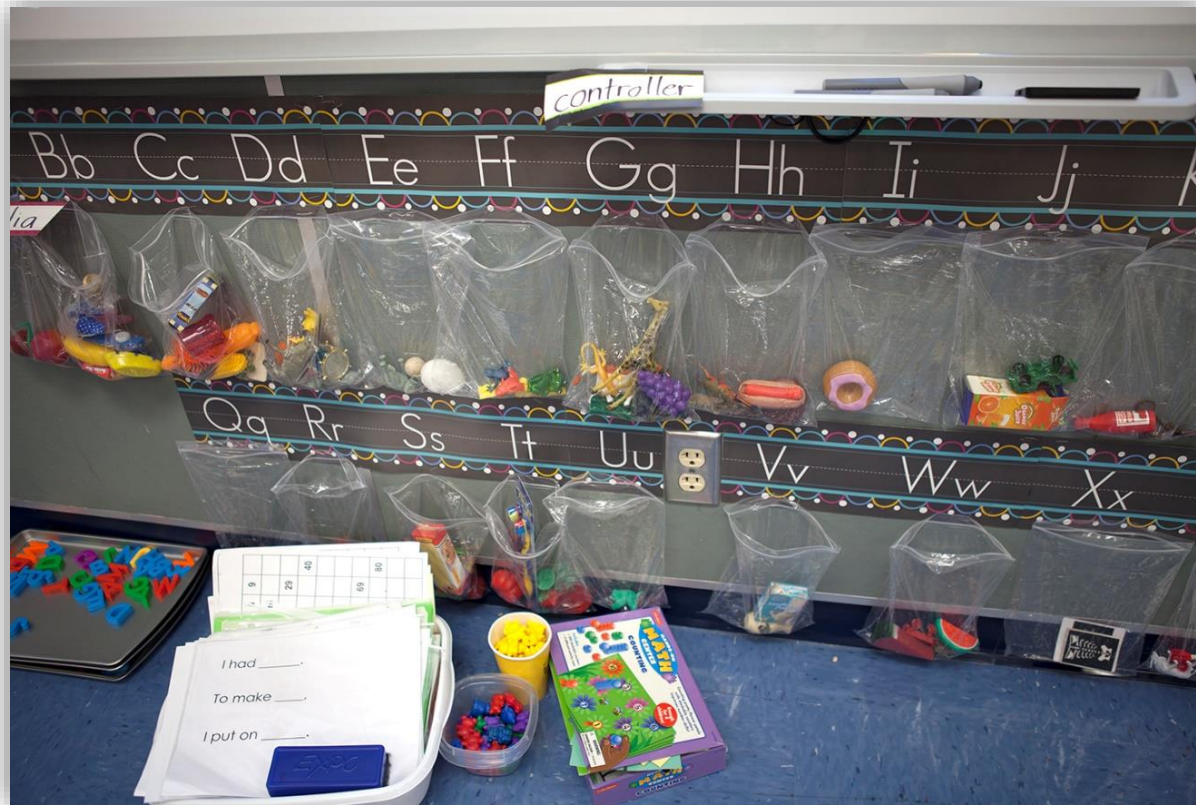
Classroom Environment	E	NE	NS
Evidence of play centers arranged appropriately considering noisy areas away from quiet areas to facilitate social communication by students			
Evidence of familiar print that is representative of the places, objects, and materials children encounter every day			
Evidence of labeling with words and pictures everywhere in the classroom to make connections to written language			
Evidence of established routines to promote modeling and shared responsibility through daily charts and frequent expression of rules and expectations			
Evidence of established schedule to promote structured activities			
Evidence of a variety of materials that promote purposeful play, communication, and exploration			
Evidence of an environment that promotes cultural and language differences among all students served			
Evidence of multiculturalism and diversity in books, materials, and artifacts			
Evidence of differentiation for all learners, honoring each child's uniqueness			
Evidence of a learning environment that accommodates for learners with diverse needs			
Evidence of purposeful planning of activities designed to facilitate interaction, independence, group work, cooperative learning, and self-help skills			
Evidence of a positive environment through display of students' work			
Evidence of lessons designed to promote exploration and discovery that stimulate communication and higher order thinking skills			
<b>TOTAL:</b>			

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# Classroom Connections





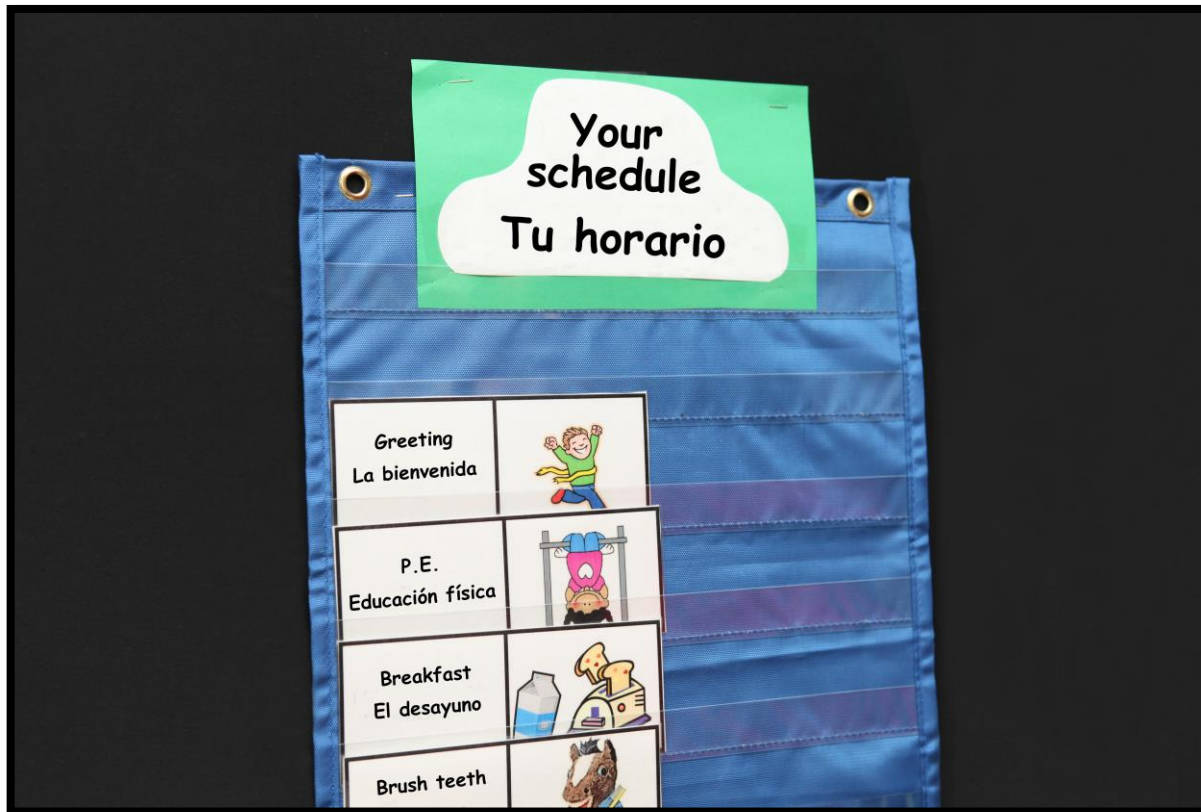
## Classroom Connections







## Classroom Connections







## Oral Language Development



### ORAL LANGUAGE DEVELOPMENT

- What are the implications of oral language development in reference to reading and writing?
- What steps are taken to determine the language and communication background of students?
- How is the physical arrangement of the classroom considered when planning for oral language activities?
- How are oral language development activities incorporated into daily reading instruction?
- How are oral language development activities incorporated into daily writing instruction?
- How are opportunities provided to students for orally sharing their experiences when participating in shared reading?
- How are opportunities provided to students for sharing new experiences?
- How is the use of sentence stems embedded in instruction based on students' language proficiency levels?
- How is repetition and imitation encouraged?



## Writing

By watching a proficient writer, engaging in the writing process with a proficient writer and other students, and having opportunities to write on their own, young ELs begin to increase their knowledge of the structure of the English language and broaden their vocabulary.

Effective strategies include

- modeled writing,
- shared/interactive writing, and
- independent writing.



## Writing

Some considerations for meaningful writing instruction include

- choosing topics that are relevant to the young ELs that allow them to be involved in the process,
- thinking aloud during the writing process, and
- exposing young ELs to various types of writing that offer the opportunity to hear new vocabulary, language structures, and context-embedded experiences.



## Writing



### WRITING

- What teaching practices are incorporated into instruction to foster writing skills in students?
- How is writing that includes pictures as support modeled for students?
- How is teacher writing based on personal experiences modeled?
- What opportunities do students have to share the pen with the teacher when constructing a message?
- How are students exposed to various materials to engage in writing exploration?
- How is a student's writing sample highlighted to the rest of the class to encourage and motivate students to write?
- When and how often are students able to share their writing with the rest of the class?



## Training Goals

### Content Objective

- Participants will examine appropriate instructional activities Title III, Part A-funded local educational agencies (LEAs) may implement in order to ensure that young ELs attain high levels of academic achievement in English.

### Language Objective

- Participants will discuss, read, and write using provided resources related to appropriate instructional activities and considerations in order to ensure that young ELs attain high levels of academic achievement in English.





## References

Every Student Succeeds Act: of 2015, Pub. L. No. 114-95, 129 Stat. 1802 (2016)

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Krashen, S. D. & Terrell, T. (1983). *Natural approach: Language acquisition in the classroom*. London, UK: Prentice Hall.

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# Effective Early Childhood Instruction for the Young EL

For further information,  
contact your local  
Education Service  
Center.



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