



## Slide 1

**Time:** 5 minutes

### **Note to trainer:**

Welcome the participants and introduce yourself along with any other co-presenters that may be assisting you in the delivery of the training. Share logistical information with the participants, such as the location of restrooms, breaks, lunch, etc. Say **“It is in the LEA’s discretion to determine the timeline of these trainings based on their needs.”**

### **Processing Activity:**

None

### **Materials needed:**

*Classroom Readiness Evaluation Self-Reflection* (handout)

*Classroom Ecological Design Tool* (handout)

*Stages of Second Language Acquisition Checklist* (handout)

*Effective Early Childhood Instruction for the Young EL* (companion tool)

Sentence stem written on chart paper or the board: My intention for today is

\_\_\_\_\_.

Appropriate early childhood read aloud or big book for shared reading

Chart paper, several sheets  
Markers  
Sticky notes  
Writing utensils  
Internet access (optional)



## 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.

### Slide 2

**Time:** 2 minutes

**Note to trainer:**

Say, “Let’s begin by taking a look at our objectives for this TOT. We will examine appropriate instructional activities and considerations 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. We will read, discuss, and write using some resources that will be provided today.”

**Processing Activity:**

None

**Materials:**

None



## 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.

### Slide 3

**Time:** 3 minutes

**Note to trainer:**

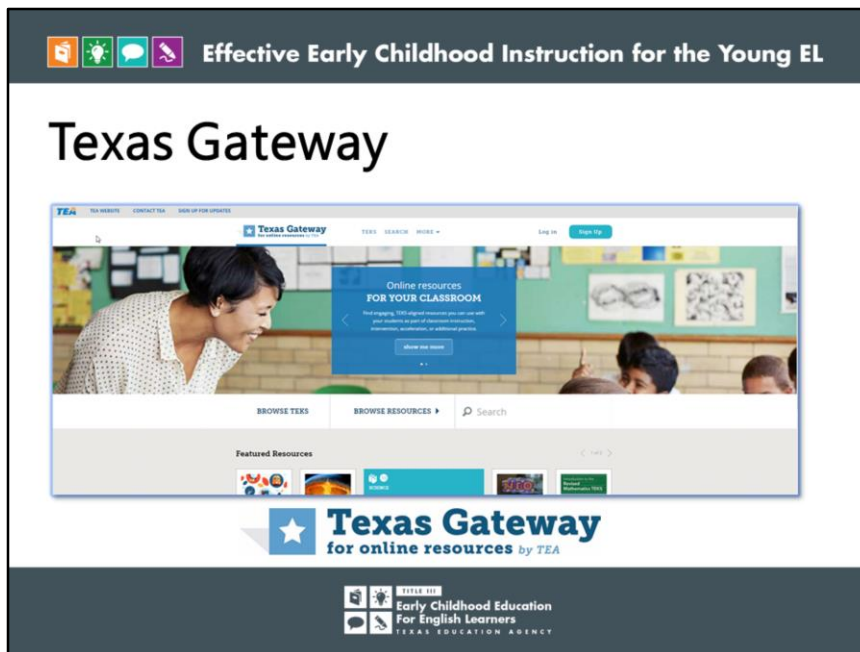
Read the slide aloud.

**Processing Activity:**

None

**Materials needed:**

None



## Slide 4

**Time:** 5 minutes (or 15 minutes depending on internet access and the participants' needs)

### Note to trainer:

Say, “**The *Title III Early Childhood Education for English Learners* online course will be available in the Texas Gateway by September 30, 2017 (or say, “is available in the Texas Gateway,” if after September 30, 2017). The Texas Gateway can be found at [www.texasgateway.org/courses](http://www.texasgateway.org/courses). Once an account is created, participants may log in and search for the course. Under the search area type in the title of the course. At top of the webpage, click on the Course tab to start. At the completion of the course there will be a quiz to provide participants credit for the course. Course certificates can be found under the Progress tab.**” Show the participants where they can find the online course and the corresponding handouts and companion by taking them through the steps to access the Texas Gateway.

### Processing Activity:

If time permits and there is internet access, take the participants to the live Texas Gateway site to ensure they have an account and know how to access

the course.

**Materials needed:**

Internet access

[www.texasgateway.org/courses](http://www.texasgateway.org/courses)



## 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

### Slide 5

**Time:** 2 minutes

**Note to trainer:**

Tell the participants the course handouts and the associated product, *Effective Early Childhood Instruction for the Young EL*, will provide LEAs with support in ensuring that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. Explain that the full course in the Texas Gateway has several handouts that will not be explored in the face-to-face session today. Let the participants know they will go through what is covered today, have access to additional resources, and have an opportunity to cover the material at their own pace.

**Processing Activity:**

None

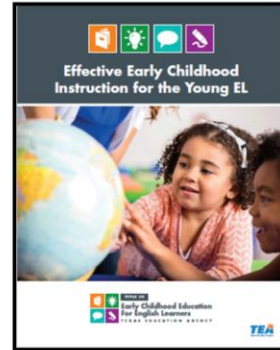
**Materials needed:**

None



## 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.



### Slide 6

**Time:** 3 minutes

**Note to trainer:**

Ensure that the participants have a copy of the companion tool, *Effective Early Childhood Instruction for the Young EL*.

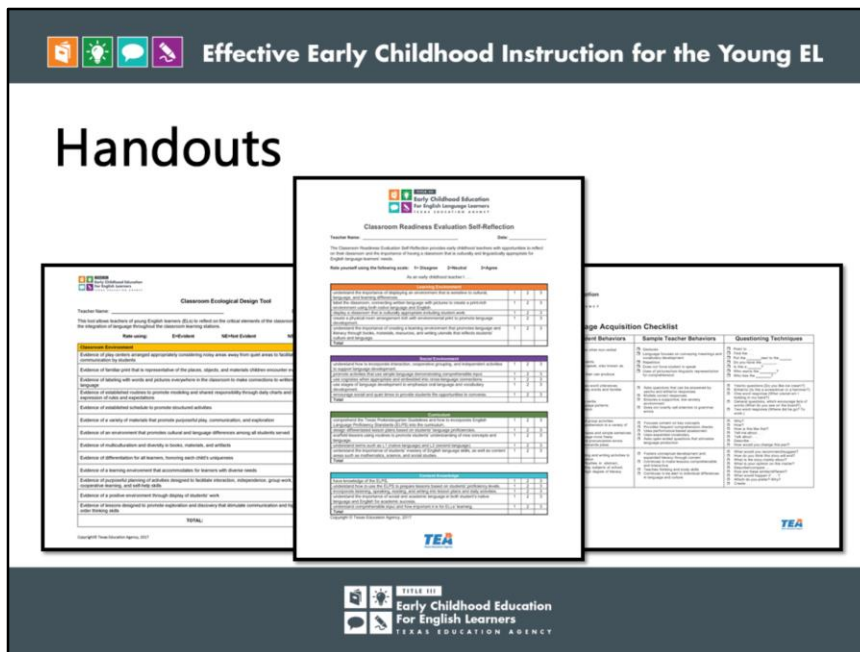
**Processing Activity:**

None

**Materials needed:**

*Effective Early Childhood Instruction for the Young EL* companion tool





## Slide 7

**Time:** 3 minutes

### Note to trainer:


Pass out the additional handouts that will be used in today's session: *Classroom Readiness Evaluation Self-Reflection*, *Classroom Ecological Tool*, and *Stages of Second Language Acquisition Checklist*. Say, **"We will use three of the handouts that are also available in the online course today."** Explain that they will be used during various sections of the training.

### Processing Activity:

None

### Materials needed:

*Classroom Readiness Evaluation Self-Reflection* (handout)  
*Classroom Ecological Design Tool* (handout)  
*Stages of Second Language Acquisition Checklist* (handout)




**Effective Early Childhood Instruction for the Young EL**

## 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.



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### Slide 8

**Time:** 5 minutes

#### **Note to trainer:**

Say, “**At this time, I’d like to direct your attention to the page 1 of the companion tool, *Effective Early Childhood Instruction for the Young EL.***” Since the text on the slide is quite small, invite the participants to follow along in their booklet. Explain that this section, along with the next slide, is the rationale for why the session, online course, resources, and companion tool were created.

#### **Processing Activity:**

Allow the participants time to read through Section 3102 of ESSA.

Once the participants have read through it, ask if there are any questions or clarifications needed. Click on the slide to direct the participants’ attention to the red oval that will appear. Ensure that explain that this includes preschool teachers, hence, the rational for the session and resources. Click again and another red oval will appear. Again, point out that this includes preschool teachers.

**Materials needed:**

*Effective Early Childhood Instruction for the Young EL* companion tool



## 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.

### Slide 9

Time: 5 minutes

#### Note to trainer:

Direct the participants' attention to the next section that is applicable to LEAs who receive funds for the instruction of ELs. Say, **“On page 1 of the companion tool, *Effective Early Childhood Instruction for the Young EL*, you will find section 3115 in ESSA.”** Since the text on the slide is small, invite the participants to follow along in their booklet.

#### Processing Activity:

Allow the participants time to read through Section 3115 of ESSA.

Once the participants have read through it, ask if there are any questions or clarifications needed. Click on the slide to direct the participants' attention to the red oval that will appear. Point out that this includes early childhood programs, hence, the rationale for the session and resources.

#### Materials needed:

*Effective Early Childhood Instruction for the Young EL* companion tool



# Agenda

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

## Slide 10

**Time:** 2 minutes

**Note to trainer:**

Go through the main section of today's session by reviewing the agenda on the slide.

**Processing Activity:**

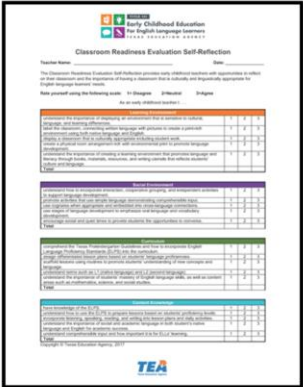
None

**Materials:**

None

Effective Early Childhood Instruction for the Young EL

# Self-Reflection



The Classroom Readiness Evaluation Self-Reflection form is a checklist for teachers to assess their classroom's readiness for English Language Learners (ELLs). It includes sections for:
 

- Classroom Environment:** Focuses on physical space, materials, and language supports.
- Instructional Practices:** Focuses on teaching strategies, scaffolding, and assessment.
- Professional Learning:** Focuses on teacher knowledge, skills, and ongoing support.
- Family and Community Engagement:** Focuses on communication and partnerships.

 The form has columns for 'Yes', 'No', and 'Not Sure' for each item, and a 'Total Score' at the bottom. The TEA logo is visible at the bottom of the form.

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**Slide 11**

**Time:** 10 minutes

**Note to trainer:**

Say, “Let’s begin by considering where we are now in our classroom readiness. We know that in Section 3102 of the Every Student Succeeds Act, we read that one of the purposes of the section is to the assist teachers, including preschool teachers, principals, and other school leaders, to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners. What we will do right now is engage in a self-reflection activity.”

**Processing Activity:**

Ensure that the participants have the handout, *Classroom Readiness Evaluation Self-Reflection*. Explain that this activity is a self-reflection, and results will not be shared with the group. Allow five minutes to complete the checklist. Once the participants have completed it, have them reflect on their responses and invite them to write an intention for today’s training based on their reflection. An example may be to seek out more information regarding how to promote activities that use simple language to encourage oral language development or how to encourage young ELs to write independently. Remind

them that the goal today is to help build their capacity in providing quality instruction to young ELs. Guide them to the sentence stem written on chart paper or on the board. Allow two minutes to complete the sentence stem. Remind them that they are encouraged to seek clarity during the session.

**Materials:**

*Classroom Readiness Evaluation Self-Reflection* (handout)

Sentence stem written on chart paper or the board: My intention for today is

\_\_\_\_\_.



## 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.

### Slide 12

**Time:** 10 minutes

**Note to trainer:**

Say, “Let’s discuss what we mean by a balanced literacy framework.”

Read the slide.

Say, “**The balanced literacy framework requires critical thinking. Students make connections across reading, writing, and speaking, allowing them to gain metalinguistic awareness as they continue to communicate and make sense of language. Early childhood instruction centered around reading, writing, oral language, and critical thinking will develop a positive start to a journey of success in literacy, especially for the young EL.**”

**Processing Activity:**

Say, “**Think back to a time in which you learned a new skill. How did you learn how to do it?**”

Allow the participants ample time to consider an example before allowing them



five minutes to share with a partner. Ask for volunteers to share out. After the participants have shared, ask what was involved in the task in order for it to be a successfully learned skill. Write down ideas on chart paper. The key ideas to capture are that there was conversation, questioning, curiosity, modeling, practicing, and doing it on their own. Tie this back to young English learners and stress that it is imperative that they be provided opportunities for proficient modeling, practicing, and doing it on their own.

**Materials:**

Chart paper with “Learning New Skills” written on the top

Markers



## 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.

Padlet:

<https://tinyurl.com/TitleIIIIEC>

or

<https://padlet.com/kchapa/ppowe61jc3so>

### Slide 13

**Time:** 15 minutes

#### **Note to trainer:**

Say, “Through these opportunities, students begin to see their own role in making meaning of printed text. Young ELs will imitate what is modeled to them. Through these opportunities, not only reading skills are developed. Young ELs begin to develop their oral language skills, critical thinking skills, and even their writing skills. Let’s take this opportunity to see how many skills we can discover.”

#### **Processing Activity:**

Use this time to either conduct a read aloud of an appropriate early childhood book OR a big book to use as a shared reading opportunity. If you are conducting the read aloud, emphasize to the participants that they will listen to modeled reading. If you are conducting a shared reading with a big book, invite them to read along with you, particularly repeated text.

After conducting the read aloud or shared reading, pass out sticky notes to all participants OR ask participants to get a few. Ask the participants to write an example of a reading, oral language, critical thinking, and writing skill that is

developed through this activity on a sticky note. Allow 10 minutes for them to write down examples of some of the skills that are developed on the sticky notes and post them on the chart paper. Afterward, debrief by going over highlights of what was written down.

Some big topics in the reading skills area that may be discussed if not written down are the following:

- Phonological and phonemic awareness
- Print and book knowledge
- Alphabet knowledge
- Phonics
- Fluency
- Comprehension
- Vocabulary
- Grammar
- Pragmatics

(These are just examples of topics to explore.)

**Materials:**

Appropriate early childhood read aloud or big book for shared reading  
Four sheets of chart paper with titles, Reading, Critical Thinking, Oral Language Development, and Writing  
Sticky notes  
Writing utensils



## 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.

### Slide 14

**Time:** 5 minutes

**Note to trainer:**

Read the slide to the participants.

**Say, “For young ELs, school can be the main source of adjustment to both language and school culture. In school, young ELs begin to integrate aspects of the new school culture, while retaining, or modifying, traditions from home. Having a strong sense of their own cultural history and traditions helps young ELs build a positive cultural identity for themselves. Creating an effective school environment through positive cultural experiences, engaging cognitive activities, and language-rich environments promotes and can increase opportunities for achieving English proficiency.”**

**Processing Activity:**


None

**Materials:**

None


Effective Early Childhood Instruction for the Young EL

# 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?


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## Slide 15

**Time:** 10 minutes

### **Note to trainer:**

Guide the participants to turn to their companion tool, page 4.

### **Processing Activity:**

Say, **“The companion tool includes a list of questions to assist the teacher in ensuring these considerations have been addressed. Let’s take a few minutes to review the questions.”**

Depending on the size of the group, divide the questions on page 4 and assign to pairs or small groups. Allow the participants 10 minutes to discuss their assigned question(s) and determine how they will integrate these questions into their reading lesson plans in the classroom.

### **Materials:**

*Effective Early Childhood Instruction for the Young EL* (companion tool), page 4



## 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.

### Slide 16

**Time:** 5 minutes

**Note to trainer:**

Read the slide to the participants.

**Say, “For young ELs, school can be the main source of adjustment to both language and school culture. In school, young ELs begin to integrate aspects of the new school culture, while retaining, or modifying, traditions from home. Having a strong sense of their own cultural history and traditions helps young ELs build a positive cultural identity for themselves. Creating an effective school environment through positive cultural experiences, engaging cognitive activities, and language-rich environments promotes and can increase opportunities for achieving English proficiency.”**

**Processing Activity:**

None

**Materials:**

None



# Levels of Questioning

Find a partner!

Stage	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
<b>Preproduction</b> 0-6 months	<ul style="list-style-type: none"> <li>1. Points to or gestures toward objects.</li> <li>2. Responds to questions.</li> <li>3. Responds to commands.</li> <li>4. Responds to "Where is...?" questions.</li> <li>5. Responds to "What is...?" questions.</li> <li>6. Responds to "How are you?" questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answers.</li> <li>2. Language focuses on conveying meaning.</li> <li>3. Responds to student questions.</li> <li>4. Uses nonverbal communication.</li> <li>5. Responds to student questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answer to...</li> <li>2. What is...?</li> <li>3. How are you...?</li> <li>4. Where is...?</li> <li>5. What is...?</li> <li>6. How are you...?</li> </ul>
<b>Early Production</b> 6 months-1 year	<ul style="list-style-type: none"> <li>1. Produces one or two word utterances.</li> <li>2. Responds using the words "no" and "yes."</li> <li>3. Responds to "What is...?" questions.</li> <li>4. Responds to "Where is...?" questions.</li> <li>5. Responds to "How are you?" questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answers questions that can be answered by one or two word responses.</li> <li>2. Responds to student questions.</li> <li>3. Responds to student questions.</li> <li>4. Responds to student questions.</li> <li>5. Responds to student questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Specific questions (What is the color?)</li> <li>2. Specific questions (Where is the object?)</li> <li>3. Specific questions (How are you?)</li> <li>4. Specific questions (What is the object?)</li> <li>5. Specific questions (Where is the object?)</li> <li>6. Specific questions (How are you?)</li> </ul>
<b>Speech Emergence</b> 1-2 years	<ul style="list-style-type: none"> <li>1. Responds to oral and written directions.</li> <li>2. Responds to oral and written questions.</li> <li>3. Responds to oral and written questions.</li> <li>4. Responds to oral and written questions.</li> <li>5. Responds to oral and written questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answers questions in the context.</li> <li>2. Responds to student questions.</li> <li>3. Responds to student questions.</li> <li>4. Responds to student questions.</li> <li>5. Responds to student questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Why?</li> <li>2. How?</li> <li>3. What is the best?</li> <li>4. What is the best?</li> <li>5. What is the best?</li> <li>6. What is the best?</li> </ul>
<b>Intermediate Fluency</b> 2-3 years	<ul style="list-style-type: none"> <li>1. Responds to reading and writing activities.</li> <li>2. Responds to reading and writing activities.</li> <li>3. Responds to reading and writing activities.</li> <li>4. Responds to reading and writing activities.</li> <li>5. Responds to reading and writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answers questions in the context.</li> <li>2. Responds to student questions.</li> <li>3. Responds to student questions.</li> <li>4. Responds to student questions.</li> <li>5. Responds to student questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. How do you think you are doing?</li> <li>2. How do you think you are doing?</li> <li>3. How do you think you are doing?</li> <li>4. How do you think you are doing?</li> <li>5. How do you think you are doing?</li> </ul>
<b>Advanced Fluency</b> 3-5 years	<ul style="list-style-type: none"> <li>1. Responds to reading and writing activities.</li> <li>2. Responds to reading and writing activities.</li> <li>3. Responds to reading and writing activities.</li> <li>4. Responds to reading and writing activities.</li> <li>5. Responds to reading and writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Answers questions in the context.</li> <li>2. Responds to student questions.</li> <li>3. Responds to student questions.</li> <li>4. Responds to student questions.</li> <li>5. Responds to student questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. How do you think you are doing?</li> <li>2. How do you think you are doing?</li> <li>3. How do you think you are doing?</li> <li>4. How do you think you are doing?</li> <li>5. How do you think you are doing?</li> </ul>

2  
Question  
s per  
Level

## Slide 17

Time: 15 minutes

### Note to trainer:

Pass out the *Stages of Second Language Acquisition Checklist* if participants do not have it yet.

Say, “According to Krashen and Terrell (1983), children move through five predictable stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. In order for students to engage in meaningful critical thinking, activities must be structured that follow a sequential order from physical responses to one-word responses to analyzing and synthesizing. Understanding students’ levels of language acquisition and tailoring questions to their level or skill allows the young ELs to engage more fully by being able to practice the language and use academic vocabulary.”

### Processing Activity:

Allow time to review the checklist prior to engaging in the processing activity. Ask the participants to recall several students from their classroom or other children. Recalling the read aloud or shared reading activity, have the

participants write three questions about the text to encourage critical thinking using differentiated questioning techniques, based on the children's language levels. Ask the participants to volunteer examples of questions.


**Materials:**

*Stages of Second Language Acquisition Checklist* (handout)




Effective Early Childhood Instruction for the Young EL

# 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?


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## Slide 18

**Time:** 10 minutes

### **Note to trainer:**

Guide the participants to turn to their companion tool, page 6.

### **Processing Activity:**

Invite the participants to look through the questions on page 6. Have them choose one question they feel they haven't considered in their classroom and would like to develop. When all participants have chosen a question, ask them to discuss how they will address it with a partner. Allow 10 minutes for discussion. As you monitor the groups' involvement, make note of any guiding questions that are selected for continued development so you can bring them to the forefront to discuss as a whole group.

### **Materials:**

*Effective Early Childhood Instruction for the Young EL* (companion tool), page 6



## 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.

<https://tinyurl.com/TitleIIIEC2>  
or <https://padlet.com/kchapa/c5sl4sco8jw7>

### Slide 19

**Time:** 5 minutes

#### **Note to trainer:**

Ask the participants who is familiar with the Affective Filter Hypothesis by Krashen (1987) and ask what implication it has for oral language development. Allow for participants to share their ideas aloud.

Say, “**The Affective Filter Hypothesis asserts that a number of affective variables impact second language acquisition. These variables include motivation, self-confidence, and anxiety (Krashen, 1987). This hypothesis of second language development relates to the significance of providing an environment that is comfortable and supportive, promoting the desire to explore learning. The affective filter is an invisible psychological filter that can support or disrupt learning, especially while learning a second language. When the affective filter is high, students may experience stress, anxiety, and a lack of self-confidence that may inhibit learning and developing a second language. A low affective filter facilitates comfort and self-confidence, thereby increasing a student's willingness to take risks and explore in the classroom, which may expedite the learning process. A student's**

**affective filter can be raised or lowered as a result of the environment, interactions with students and teachers, or personal factors such as insecurity and anxiety. Early childhood teachers should strategically structure their classroom environments and instructional practices in an effort to lower the affective filter for young ELs.”**

**Processing Activity:**

Ask the participants to orally share what type of planned activities can be incorporated into the classroom to ensure the young ELs have opportunities and an environment that is conducive to lowering their affective filter to develop oral language.

Some suggestions may include:

Sharing time

Show and tell

News of the day/Morning message

Read aloud sessions

Small group instruction

Center/work stations

**Materials:**

None

**Effective Early Childhood Instruction for the Young EL**

# Classroom Ecological Design Tool

**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 system.

Rate using:	E-Evident	NE-Not Evident	NI-Needs Support
<b>Classroom Environment</b>	E	NE	NI
Evidence of play centers arranged appropriately considering noisy areas away from quiet areas to facilitate social communication for 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 multicultural 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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**Slide 20**

**Time:** 10 minutes

**Note to trainer:**

Say, “Young ELs must have a developmentally appropriate setting that is language-rich in supporting and developing academic and social competence. Creating an effective school environment through positive cultural experiences, engaging cognitive activities, and language rich environments promotes and can increase opportunities for achieving English proficiency. A young EL’s current strengths and skills should serve as the starting point for new experiences and instruction (TEA, 2015). The Ecological Design Tool is specific to this session and its purpose is to use in early childhood classrooms.”

**Processing Activity:**

Pass out the Classroom Ecological Design Tool and allow the participants to through each section. Ask how the statements can help create a positive classroom environment. Allow time for discussion.

**Materials:**

*Classroom Ecological Design Tool (handout)*



## Classroom Connections



### Slide 21

**Time:** 5 minutes

**Note to trainer:**

Tell the participants that on this slide and the next two slides, they will see a classroom image. They will have the opportunity to evaluate the image using the *Classroom Ecological Design Tool*. The recommendation is to have the same tool be used for each image.

**Processing Activity:**

Have the participants use their *Classroom Ecological Design Tool* and focus on the Classroom Environment. Show the image on the slide and ask the participants to look at their tool and decide which classroom environment statements correlate with the image. Discuss in small groups and then have them share aloud.

**Materials:**

*Classroom Ecological Design Tool* (handout)



## Classroom Connections



### Slide 22

**Time:** 5 minutes

**Note to trainer:**

Show the slide.

**Processing Activity:**

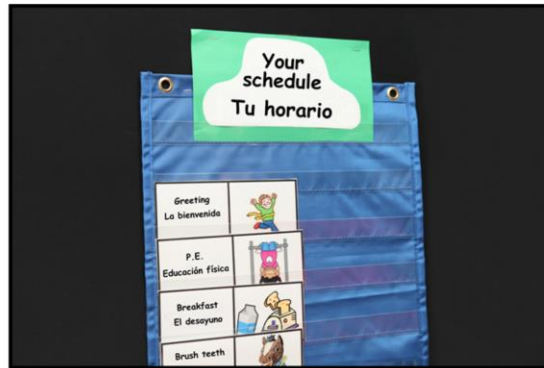
Show the image on the slide and ask the participants to look at their tool and decide which classroom environment statements correlates with the image. Discuss in small groups and then have them share aloud.

**Materials:**

*Classroom Ecological Design Tool* (handout)



## Classroom Connections



### Slide 23

**Time:** 5 minutes

**Note to trainer:**

Show the slide.

**Processing Activity:**

Show the image on the slide and ask the participants to look at their tool and decide which classroom environment statements correlates with the image. Discuss in small groups and then have them share aloud. Say, “**Keep in mind that Title III’s focus is on English acquisition, which can be successfully acquired when the needs of the home language are met. Labels may be added in the home language to assist with transfer.**”

**Materials:**

*Classroom Ecological Design Tool* (handout)

Effective Early Childhood Instruction for the Young EL

# 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?

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## Slide 24

**Time:** 15 minutes

### Note to trainer:

Guide the participants to turn to their companion tool, page 8.

### Processing Activity:

Invite the participants to look through the questions on page 8. Have them read the guiding questions and consider the affective filter with the young ELs' cultural background in mind. Based on the size of the group, assign a guiding question to each small group for discussion. Have them focus on ensuring a comfortable environment for young ELs that considers fostering a positive self-image and self confidence while ensuring a low level of anxiety. Allow 10 minutes for discussion in small groups. Then ask groups to share with the whole group the big ideas they discussed in their small groups.

### Materials:

*Effective Early Childhood Instruction for the Young EL* (companion tool), page 8





## Writing

<https://tinyurl.com/TitleIIIIEC3>  
or <https://padlet.com/kchapa/cmc6bwcgupzl>

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.

### Slide 25

**Time:** 15 minutes

#### **Note to trainer:**

Say, “Through these opportunities, students begin to see their own role in making meaning of printed text. Young ELs will imitate what is modeled to them. Through these opportunities, not only writing skills are developed. Young ELs begin to develop their oral language skills, critical thinking skills, and even their writing skills. Let’s take this opportunity to see how many skills we can discover.”

#### **Processing Activity:**

Use this time to either conduct a modeled writing in front of the participants OR allow for a shared/interactive writing opportunity. If you are conducting a modeled writing activity for them, then have a relevant topic in mind as you brainstorm with them what to write. A suggestion is to ask them their opinion on a current news item or something relevant to their role. Write in front of them, while asking them for the ideas to construct along the way to emphasize the oral language and critical thinking skills that are needed to engage in the activity. If you are conducting a shared/interactive writing activity, then incorporate the same thinking skills as in the modeled writing, but this time,

allow for participants to go up and do some of the writing.

After conducting the modeled writing or interactive writing activity, get a few sticky notes and record examples of a reading, oral language, critical thinking, and writing skill that is developed through this activity on a sticky note. Allow 10 minutes for them to write down examples of some of the skills that are developed on the sticky notes and post them on the chart paper. Afterward, debrief by going over highlights of what was written down.

The idea that must be emphasized is that there is a reading-writing connection and that the same skills that are developed in reading are also developed in writing. Note that the following were already highlighted in the reading section: Some big topics in the reading skills area that may be discussed if not written down are the following:

- Phonological and phonemic awareness
- Print and book knowledge
- Alphabet knowledge
- Phonics
- Fluency
- Comprehension
- Vocabulary
- Grammar
- Pragmatics

(These are just examples of topics to explore)

**Materials:**

Four sheets of chart paper with titles, Reading, Critical Thinking, Oral Language Development, and Writing already used

Sticky notes

Writing utensils



# Writing

Padlet:

<https://tinyurl.com/TitleIIIIEC>  
or <https://padlet.com/kchapa/ppowe61jc3so>

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.

## Slide 26

**Time:** 15 minutes

### **Note to trainer:**

Say, “Through writing, educators are able to vary the amount of support naturally, considering what we know about the affective filter and differentiated instruction based on the young ELs’ language levels.”

### **Processing Activity:**

None

### **Materials:**

None



# 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?

## Slide 27

**Time:** 10 minutes

### **Note to trainer:**

Guide the participants to turn to their companion tool, page 10.

### **Processing Activity:**

Ask the participants to read through the guiding questions on page 10 and select one they feel they incorporate fully in the classroom. Allow them five minutes to share an example of how the question is considered with a partner.

### **Materials:**

*Effective Early Childhood Instruction for the Young EL* (companion tool) , page 10



## 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.

### Slide 28

**Time:** 2 minutes

**Note to trainer:**

Say, “Let’s review what our goals were for today and ensure we have met them.”

**Processing Activity:**

None

**Materials:**

None



## References

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

Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Upper Saddle River, NJ: Prentice Hall International.

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

Texas Education Agency (2015). Texas Prekindergarten Guidelines. Retrieved from <http://tea.texas.gov/pkg.aspx>

### Slide 29

**Time:** None

**Note to trainer:**

Show the slide for references.

**Processing Activity:**

None

**Materials:**

None



## Effective Early Childhood Instruction for the Young EL

For further information,  
contact your local  
Education Service  
Center.



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