

Preschool English Learners
Principles and Practices to Promote Language, Literacy, and Learning
A Resource Guide, Second Edition

CHAPTER 3 Connecting First and Second Languages
PRINCIPLE 2
Children benefit when their teachers understand the cultural differences in language use and incorporate them into the daily routine.
PRINCIPLE 3
Successful practices promote shared experiences in which language is used as a meaningful tool to communicate interests, ideas, and emotions.

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 1: Promoting Child Development and Learning NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 1: Understanding Young Children Standard 4: Promoting Child Development and Learning Standard 5: Knowledge of Integrated Curriculum	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
1.1 How the social interactions and physical environment of an early childhood setting impact children’s well-being and development 1.2 The impact of adult and peer interactions on language development 1.3 The importance of respecting each child as an individual with his/her own abilities, feelings, and culture 1.4 How children gain knowledge and understanding by building on prior experiences with their families and community 1.5 Language and literacy development, including language components and the function of language 1.6 Cultural differences in the way in which language is acquired and used	1.1 Create warm and supportive relationships with all children and their families 1.2 Consider and plan for how language learning, home language support, and communication goals will be addressed in the program and for all children 1.3 Build on previous linguistic experiences of children, particularly what children know in their home languages 1.4 Articulate and demonstrate practical ways to connect first and second languages 1.5 Help children to understand the assets associated with being bilingual 1.6 Develop and implement strategies to support children’s language and literacy development

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 2: Building Family and Community Relationships NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 7: Family and Community Partnerships	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
2.1 Research on family relationships and the social ecology of young children 2.2 The ways in which children’s families and	2.1 Demonstrate an interest in and respect for children’s community and cultural backgrounds

<p>communities, including their culture, language, and history can affect children's participation in the program and their overall development</p> <p>2.3 Families' roles and beliefs as related to language and literacy development</p> <p>2.4 Ways to involve families in their children's development and learning</p> <p>2.5 Methods to connect home and language practices</p>	<p>2.2 Create culturally responsive programs that utilize a variety of strategies to communicate with families about routines, customs, home environments, and communities</p> <p>2.3 Incorporate families' languages, cultures, and customs into the program</p> <p>2.4 Provide opportunities for families to become engaged in the program and their children's learning and development</p> <p>2.5 Listen to and learn from families</p>
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CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

NAEYC STANDARDS FOR DEGREE PROGRAMS

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NBPTS EARLY CHILDHOOD GENERALIST STANDARDS

Standard 3: Assessment

Standard 5: Knowledge of Integrated Curriculum

KNOWLEDGE

Students demonstrate an understanding of:

SKILLS

Students are able to:

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NAEYC STANDARDS FOR DEGREE PROGRAMS

Standard 4: Teaching and Learning

NBPTS EARLY CHILDHOOD GENERALIST STANDARDS

Standard 1: Understanding Young Children

Standard 2: Equity, Fairness, and Diversity

KNOWLEDGE

Students demonstrate an understanding of:

- 4.1 Research on teaching strategies as related to early development and learning, including bilingualism
- 4.2 How culturally responsive teaching practices, curricula, and program environments influence children's learning and development
- 4.3 How teachers' own values affect their attitudes and behaviors in the classroom
- 4.4 The importance of supporting children's development of their primary language and culture as a foundation for continued learning

SKILLS

Students are able to:

- 4.1 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children's development with sensitivity to language and culture
- 4.2 Develop processes for integrating families' child-rearing and language practices in the program
- 4.3 Support children's development of their primary language

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NAEYC STANDARDS FOR DEGREE PROGRAMS

Standard 5: Growing as a Professional

NBPTS EARLY CHILDHOOD GENERALIST STANDARDS

Standard 8: Professional Partnerships

Standard 9: Reflective Practice

KNOWLEDGE

Students demonstrate an understanding of:

SKILLS

Students are able to:

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