PreKindergarten through Third Grade Curriculum, Instruction, and Assessment – Language Models and Supporting Dual Language Learners

Research has highlighted the benefits of dual language programs for both dual language learners (DLLs) and monolingual preschool-aged children. For DLL children specifically, studies have found that DLL preschoolers who receive more instruction in their home language in high-quality, early learning programs make significant gains in school readiness skills.[1]

It is important that educators of DLL children in Universal PreKindergarten (UPK) understand best practices in supporting children's development and make curricular enhancements where appropriate. For example, reading books in different languages and highlighting unique features using home language in whole-group conversations to make DLL children feel comfortable and competent, asking students to share in their home language, singing songs and reading poems that present the sounds of multiple languages, introducing vocabulary words in multiple languages (especially words that the child knows from their home language), and listening to children and adults narrate stories showing aspects of different cultures.[2]

As recommended by the California Association for Bilingual Education, an ideal classroom composition for dual language program models is between 33 and 50 percent native English-speaking students and 33 and 50 percent native target language speaking students, with the remainder of students (if any) having some background in the target language, but are not proficient.

In dual language programs, it is recommended that assessments outlined in the section California Department of Education (CDE) Guidance for Universal PreKindergarten (UPK) Curriculum and Assessment Selection of the UPK Guidance Volume 2 and the use of language and literacy assessments **in the target language** are used to monitor target language proficiency and progress.

The table below provides an un-exhaustive list of language models and resources.

Dual Language Models

[1] U.S Department of Health and Human Services & U.S Department of Education (2017). *Policy statement on supporting the development of children who are dual language learners in early childhood program*s. Retrieved from https://www.acf.hhs.gov/sites/deafult/files/ecd/dll_policy_statement_final.pdf

[2] "Teaching dual language learners: what early childhood educators need to know" by Lisa M. Lopez and Mariela Paez. (2020). Paul H. Brookes Publishing: Baltimore.

Language	Description	Link
Dual Language program with a language allotment of 90% to 10%	In this model, 90% of the daily instruction is devoted to content learning in the target language and 10% of the instructional day is in English, where most of the time is used to develop English oral language proficiency and preliteracy skills.[3] (Lindholm-Leary, 2012).	Multilingual Frequently Asked Questions can be found at https://www.cde.ca.gov/sp/el/er/faq.asp.
English-only instruction with home-language support	In this model, all instruction is in English, but individual and small-group instruction with DLLs is implemented to support the home language. For example, if the teacher is going to read a book to the entire class, it is recommended practice to first read this book in the home language of children in a small group (if multiple students share the same home language) or one-on-one. Supporting the home language can also look like repeating instructions for an activity in a child's home language, encouraging children to verbally share in their home language, and creating opportunities for families of DLL children to volunteer in the classroom to promote the home language, especially if the lead teacher does not speak the child's home language.	*Teaching Dual Language Learners: What Early Childhood Educators Need to Know* by Lisa M. Lopez and Mariela M. Paez
Overview of Common Language Models for the Multilingual Learning Toolkit	The Multilingual Learning Toolkit is an online hub of research-based principles, instructional practices, and accompanying resources. It provides an overview of the models below, unpacks the "gold standard" for supporting bilingualism, and links to a number of additional resources: • Dual-language immersion (or two-way immersion) • Developmental bilingual • Transitional bilingual • English language development with home language support • Structured English immersion	More information on the Common Language Models can be found at https://www.multilingualearningtoolkit.org/starter-guide/starter-guide-common-language-models/. https://www.multilingualearningtoolkit.org/
Sobrato Early Academic	Research shows that when we treat English Learners' home language as an asset, and	More information can be found at

[3] Success and Challenges in Dual Language Education by Kathryn Lindholm-Leary. Retrieved from https://www.jstor.org/stable/23362831.

Language	Description	Link
Language (SEAL) Model	we design learning to meet their needs, they succeed academically. The research-based SEAL Model is designed to provide high-quality education to all English Learners starting in preschool through elementary school, and to prevent the development of Long-Term English Learners. SEAL provides professional development, curriculum support, and technical assistance to school systems which bolsters learning for all children, but is especially critical for English Learners.	https://seal.org/the-seal-approach/#tsamodel.
Preschool Guided Language Acquisition Design (GLAD)	This model promotes English language development, second language acquisition, language-rich learning activities, cross-cultural respect, and value of the home language of the child. Early educators will learn how students acquire a language and be introduced to research-based strategies for engaging students within developmentally-appropriate settings. The Orange County Department of Education Project GLAD® Unit provides evidence-based practices that help design classrooms and lessons where language comes alive through content.	More information can be found at https://ocde.us/NTCProjectGLAD/Pages/default.aspx
California Department of Education (CDE) (Multilingual Education)	Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages, and require thoughtful design. Multilingual programs are based on research that demonstrates the program model's effectiveness at leading students toward linguistic fluency and academic achievement in more than one language.	More information on Multilingual Education can be found at https://www.cde.ca.gov/sp/el/er/multilingualedu.asp.
CDE (Biliteracy Pathway Recognitions)	The Biliteracy Pathway Recognitions are established to recognize preschool, Kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English. The Biliteracy Pathway Recognitions may be awarded in any world	More information on the Biliteracy Pathway Recognitions can be found at https://www.cde.ca.gov/sp/el/er/biltrcypathway.asp.

Language	Description	Link
	language in addition to English, including indigenous languages, languages without a written system, and American Sign Language.	