



RESOURCE LIST

ARTICLES

Castro, D. C. (2011). High quality early education for young dual language learners: What can be done? *NHSA DIALOG Briefs*, 14(2). Retrieved from [http://www.nhsa.org/files/static_page_files/FFC09A23-1D09-3519-ADC0C184F88FE401/NHSA_Dialog_Briefs_V14_2_FA\[1\].pdf](http://www.nhsa.org/files/static_page_files/FFC09A23-1D09-3519-ADC0C184F88FE401/NHSA_Dialog_Briefs_V14_2_FA[1].pdf)

This article reviews demographic, cultural, and educational factors that affect the development of young dual language learners. It also provides strategies to address the early education needs of this growing population.

Jones, M. K., & Shue, P. L. (2013). Engaging prekindergarten dual language learners in projects. *Young Children*, 68(1), 28–33.

This article illustrates ways to support experimentation, problem solving, and higher level thinking in young children who are dual language learners.

Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8–15. Retrieved from http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Magruder_0313_0.pdf

This article focuses on individualizing teaching strategies to support language and literacy development of all children with a focus on young dual language learners. Strategies include partnering with families and using a variety of environmental and instructional supports.

Nemeth, K., & Brillante, P. (2011). Solving the puzzle. Dual language learners with challenging behaviors. *Young Children*, 66(4), 12–17.

This article focuses on strategies to help teachers interpret and respond to challenging behaviors of young children who are dual language learners. Useful suggestions and examples are provided to prepare a welcoming environment, adapt teaching, and make skillful and thorough observations.

Soderman, A. K., Clevenger, K. G., & Kent, I. G. (2013). Using stories to extinguish the hot spots in second language acquisition, Preschool to Grade 1. *Young Children*, 68(1), 34–41.

This article discusses the challenges faced by young children who begin to acquire a second language when they enter preschool. Specific strategies to support early language and literacy development are described.

BOOKS

Passe, Angèle Sancho (2013). *Dual-language learners: Strategies for teaching English*. St. Paul, MN: Redleaf Press.

This book provides a practical approach to help young children birth to third grade learn English, maintain their home languages, and develop early literacy skills for school readiness and success.

WEB RESOURCES

Espinosa, L. M. (2013). PreK-3rd: Challenging common myths about dual language learners: An update to the seminal 2008 report. Foundation for Child Development PreK-3rd Policy to Action Brief, No. Ten. Retrieved from <http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf>

This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language, and presents current research evidence that can better guide educational policies for children ages three to eight.

The Importance of Home Language Series.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html>

This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining the home language, and the value of becoming fully bilingual.

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/RevisitingandUp.htm>

This document presents an updated version of the Multicultural Principles, which address cultures and home languages in Head Start program systems and services. It also contains a selective review of research conducted since these principles were first published in 1991. Available in English and Spanish.

Same, Different and Diverse: Understanding Children Who Are Dual Language Learners.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf>

Young dual language learners are a very diverse group with different languages, experiences, strengths, and gifts. This resource outlines the language similarities among all children, as well as the differences between children learning two or more languages and those learning one language.

Selecting Culturally Appropriate Children's Books in Languages Other Than English.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/NCCLRQuickGuide.htm>

This Quick Guide developed by the National Center on Cultural and Linguistic Responsiveness provides tips for finding, selecting, evaluating, and using books to support language and literacy development in the home languages of young children. Available in English and Spanish.

Strategies for Supporting All Dual Language Learners.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

This resource developed by the National Center on Cultural and Linguistic Responsiveness provides practical examples of strategies to support children at different levels of English language acquisition. Available in English and Spanish.

For more information, contact us at: NCQTL@UW.EDU or **877-731-0764**.

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