

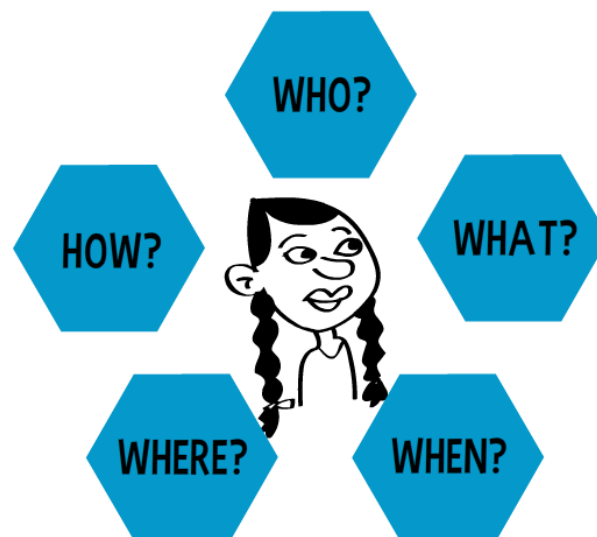
Assessing Young Dual Language Learners:

Diversity of Young Dual Language Learners

WHAT'S IN THIS PD2GO PACK?

Explore how to learn more about children who are developing more than one language. Knowing children's "language stories" helps teachers/providers make appropriate decisions for assessing and supporting children's learning and development.

Your Participants Will...
 increase their capacity to learn about the unique characteristics of children who are dual language learners.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Diversity of Young Dual Language Learners*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

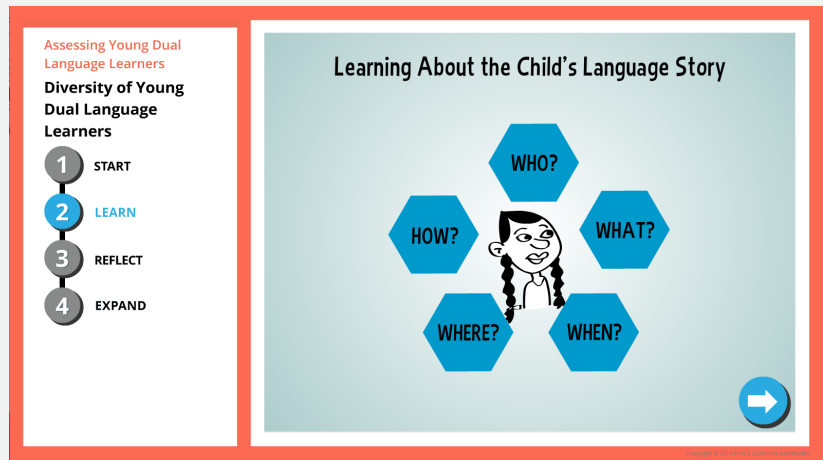
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.


EXPANDING ON THIS PD2GO PACK


This presentation on *Diversity of Young Dual Language Learners* can be used individually or in conjunction with related packs in the bundle, *Why Assess in Both Languages?* and *Observation and Documentation of Young Dual Language Learners*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(3.8 MB\)](#)

 [Facilitator's Guide \(3.8 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Diversity of Young Dual Language Learners, including an interactive presentation page along with step-by-step presenter's notes.

 [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

 [Handout: Language Stories \(240 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

 [Digging Deeper \(150 KB\)](#)


 [Family Connections \(170 KB\)](#)

 [Resource Links \(160 KB\)](#)

STEP 1: START




PRESENTATION SEQUENCE

Step 1




What languages do you speak?



Knowing each child's language story is an essential part of the assessment process, especially for dual language learners.



Go to step 2: LEARN

FACILITATOR'S NOTES

[2 min]



Step 1 - Start

Facilitator: Turn to a partner and tell him or her your "language story." What language(s) do you speak? How did you learn this language (or these languages)? What other language(s) would you like to speak and why?



Invite participants to reflect and discuss together.



Facilitator: We all have our own language stories. The languages we speak are part of our personal stories and histories.

Each child in our early care and education settings also has a language story. Children's language stories tell their language experiences, from birth until the present, in the context of home and preschool, with family, friends, teachers, and providers.



Facilitator: Children who are learning more than one language (dual language learners) follow a different language development path than children who are monolingual. Knowing each child's language story is an essential part of the assessment process, especially for dual language learners.

**STEP 2:
LEARN**

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 2

Let's join Farzana as she learns about the language stories of two dual language learners in her group.




Two Language Stories




[5 min]

CLICK 

Step 2 - Learn

Facilitator: *Let's join Farzana, a preschool teacher, at the beginning of the year, as she learns about the language stories of two dual language learners in her group, Emilia and Maria.*

CLICK 

Facilitator: *Farzana knows that both Emilia and Maria are four years old, that both speak Spanish, and that both families are from Mexico. With this information, Farzana has a glimpse of each child's language story, but she realizes she needs more information. She needs to read through the pages of their stories to learn more about how they are learning language and with whom.*

What can Farzana ask the families of these two children so she can more fully understand each child's language story?



Invite participants to respond.

Possible responses include:

- How long has each family lived in the community?
- With whom does the child speak each language?
- What language(s) does each family speak?
- Has the child been exposed to any other languages?

CLICK 

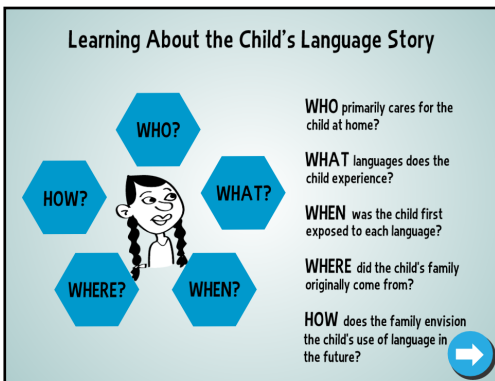
STEP 2: Continued LEARN

PRESENTATION SEQUENCE

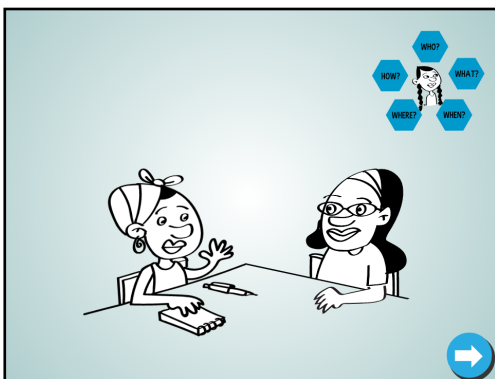
FACILITATOR'S NOTES



Facilitator: *As part of her intake process, Farzana uses five key questions—**who?**, **what?**, **when?**, **where?**, and **how?**—to learn about the language stories of the dual language learners in her group.*



- Facilitator:**
- **Who** is in the child's life? Who primarily cares for the child at home? Who lives with the child in the home? (These may include parents, grandparents, siblings, or others.)
 - **What** language(s) or dialect(s) does the child experience? What languages or dialects does the child use? With whom does he or she use each language?
 - **When** was the child first exposed to each language? Since birth? Later on?
 - **Where** was the child born? Where did the child's family originally come from?
 - **How** does the family envision the child's use of language in the future? How does the family support language development?



Reference handout.
 □ **"Language Stories"**

Facilitator: *Let's listen in on Farzana's conversation with Emilia's mother, Ana. As you listen, answer the questions on the handout.*

STEP 2: *Continued* LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Ask for a volunteer to read the part of Emilia's mother. The facilitator will play the role of Farzana.

Facilitator: ***Farzana:** I'd like to learn more about the languages Emilia experiences at home and in the community. Could you tell me a bit about your family, the languages you speak, and how you came to speak them?*

***Ana:** Most of our family lives in Chiapas in southern Mexico, but some have joined us here. My sister, Emilia's aunt, lives down the road from us, so Emilia has two cousins close to her age nearby. Emilia also has two older brothers.*

Facilitator: ***Farzana:** How nice to have family close by! What language do those cousins usually speak? Can you tell me a little about what languages Emilia experiences most often?*

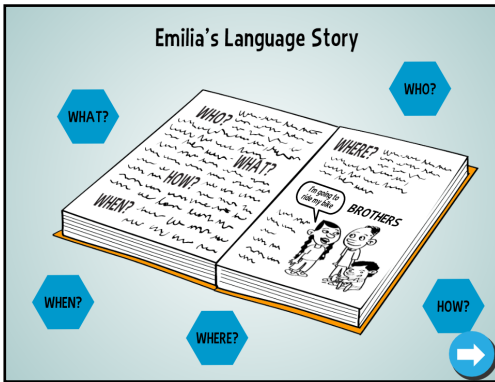
***Ana:** My sister and her kids mostly speak in Spanish, so when we are all together, Emilia hears and speaks a lot of Spanish. Emilia's dad and I really want her to be able to speak to her grandparents, so we try to speak Spanish at home. Emilia's brothers like to speak English, though, so the three of them will usually speak English together.*

Facilitator: ***Farzana:** It sounds like Emilia has been around both Spanish and English for some time now.*

***Ana:** Yes. She was born here, and her brothers have been talking with her in English since she was a tiny baby, but her dad and I always speak to her in Spanish.*

STEP 2: Continued LEARN

PRESENTATION SEQUENCE




Learning the language story of every child gives us a more complete picture of each child.


Go to step 3: REFLECT

FACILITATOR'S NOTES

Facilitator: *Share with a partner your answers to the five questions, based on this conversation.*



Facilitator: *Why do you think it is important for Farzana to learn about Emilia's language story?*



Invite participants to respond.

Possible responses include:

- With the information Farzana learns, she has a more complete understanding of Emilia's opportunities to learn both English and Spanish.
- Farzana now knows Emilia regularly communicates in both English and Spanish, which allows Farzana to gain a more complete picture of Emilia's language use.
- Farzana knows Emilia is likely to have a foundation in both Spanish and English that will allow her to take full advantage of continued opportunities to expand her vocabulary in both languages.



Facilitator: *These questions of who?, what?, when?, where?, and how? give teachers and providers, like Farzana, a more complete understanding of a child, in order to accurately assess the child's learning and development. With this information, teachers/providers can assess what children know in each language and intentionally provide individualized supports to help children continue learning both languages.*

STEP 3:
REFLECT

PRESENTATION SEQUENCE

Step 3

Let's learn about Maria's language story.

Maria's Language Story

FACILITATOR'S NOTES

[4 min]



Step 3 - Reflect

Facilitator: *Now that we've learned about Emilia's language story, let's learn about Maria's language story.*



Reference handout.
📄 **"Language Stories"**

Facilitator: *Using your handout and the five questions as a guide, take a moment to read what Farzana learned from Maria's family. Use the five questions to summarize what Farzana learned about Maria's language story. Then write down one additional question you might ask Maria's family in order to learn more. Share your question with a partner.*



On the handout:

Farzana learns Maria's family has recently emigrated from Mexico, and Farzana's class is Maria's first exposure to English. The family moved in order to live with Maria's grandparents, who primarily speak Huasteca Nahuatl (pronounced wah-stay-kah nah-wah-tel), a language specific to central Mexico. Maria will be spending her afternoons with her grandparents.

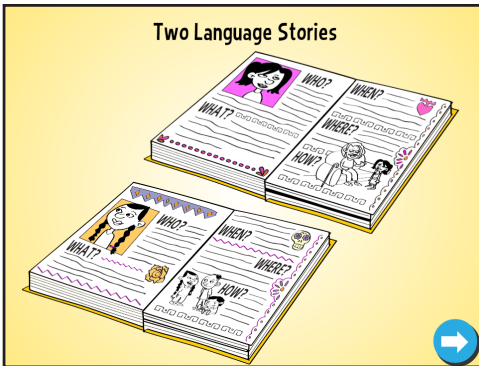
After a few moments of discussion, reconvene the group.



STEP 3: *Continued*
REFLECT

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Facilitator: *Now let's think together about both Emilia's and Maria's language stories. What did Farzana learn about the differences between Emilia's and Maria's language stories?*



Invite participants to respond.

Possible responses include:

- Emilia has been exposed to both English and Spanish since birth, but Maria is newly learning English.
- Emilia is usually around English and Spanish at home, and Maria is likely experiencing Spanish and Huasteca Nahuatl at home.
- Emilia's family has been in the community since Emilia's birth or before, and Maria's family is newly living here.



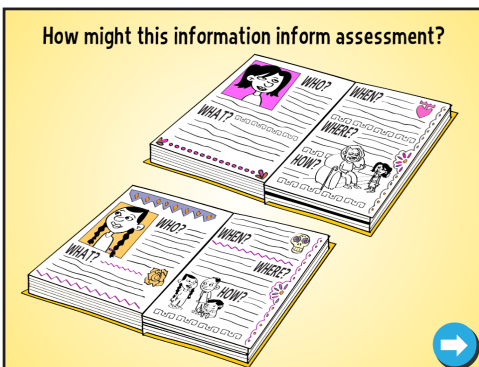
Facilitator: *How might the information Farzana learned from asking the five questions inform how she assesses these two children?*



Invite participants to respond.

Possible responses include:

- Farzana's assessment approach and considerations may be different now that she understands more of each child's history. Farzana may now have clearer pictures of each child's language development, which makes her less likely to misinterpret information she gathers in an assessment.



STEP 3: *Continued*
REFLECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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- Farzana may now understand that Maria’s story is about potentially learning three languages—Spanish, Huasteca Nahuatl, and English. Before Farzana learned about Maria’s language story, she may have assumed Maria was learning both Spanish and English. Now that Farzana knows that there is an additional language that has a prominent presence in Maria’s life, Farzana will need to assess and support Maria’s use of all three languages.
- Farzana may now understand Maria and Emilia are in different phases of their language development. Farzana can ensure each child is supported in her levels of development.



Facilitator: *Understanding children’s language stories helps teachers/providers be more accurate in their assessments.*



Understanding children’s language stories helps teachers/providers be more accurate in their assessments.



Go to step 4: EXPAND

**STEP 4:
EXPAND**

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 4

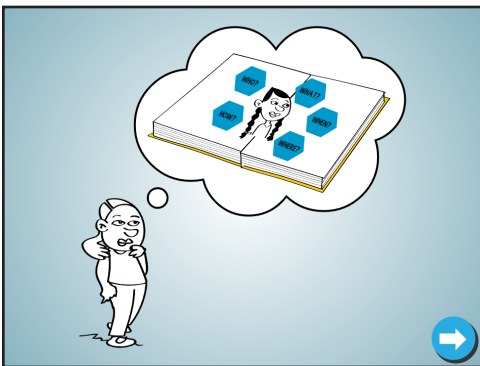



Think about the children in your group.




[4 min]  **Step 4 - Expand**

Facilitator: *Think about the children in your group.*




Facilitator: *Identify one step you will take in the next week to learn about the language stories of each child in your program.*





Invite participants to reflect and brainstorm.

Facilitator: *Share your plan with a partner.*





Understanding a child's language story is a window into important background information that helps teachers/providers assess and support individual children.

Facilitator: *Understanding a child's language story is a window into important background information that helps teachers/providers assess and support individual children.*

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author.

Espinosa, L. M., & Gutiérrez-Clellen, V. F. (2013). *Assessment of young dual language learners in preschool (California's Best Practices for Young Dual Language Learners: Research Overview Papers)*. Sacramento, CA: California Department of Education.

Florez, I. R. (2013). *Assessing young dual-language learners*. *Exchange Magazine*, 213, 58–61.

Peña, E. D., & Halle, T. G. (2011). *Assessing preschool dual language learners: Traveling a multiforked road*. *Child Development Perspectives*, 5, 28–32.