



Effective Early Childhood Instruction for the Young EL



TITLE III



**Early Childhood Education
For English Learners**

TEXAS EDUCATION AGENCY





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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.

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.

Early Childhood Education For English Learners

Effective Early Childhood Instruction for the Young EL

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. Phonemic and phonological awareness, oral language development, print and book knowledge, alphabet knowledge, fluency, reading comprehension, vocabulary, and stages of writing create a framework for early childhood educators. Each of these components in an early childhood setting with English learners (ELs) supports the literacy development with a focus on contextual learning. The bridge created within this framework fosters social and academic interactions between young ELs and native English speakers. These experiences, through purposefully planned instruction focusing on reading, writing, oral language, and critical thinking, increase success for young ELs as they gain academic English language proficiency. This resource includes guiding questions, based on a balanced literacy framework, early childhood educators may consider when planning lessons and implementing activities to encourage young ELs to read, write, express, and think critically.



READING



CRITICAL THINKING



ORAL LANGUAGE DEVELOPMENT



WRITING



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 reflective of students in the classroom?
- 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?
- What vocabulary strategies are implemented in the classroom that focus on providing students with tools to monitor their understanding of new vocabulary?
- What small group instruction strategies are consistently implemented to build on students' current levels of understanding?
- What purposefully planned reading activities allow for students to engage in play?
- What reading materials reflecting the students' language, culture, and background are provided in the classroom environment?
- How are fiction and non-fiction texts, based on current thematic instruction, stationed in the classroom environment?
- How are reading activities consistently implemented in context throughout the instructional day?



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?
- How is the students' processing of information in the native language encouraged as a support in transferring information to English?
- What tasks do the students engage in that involve applying, analyzing, and synthesizing information?
- What adjustments to these tasks, if any, might be made to ensure students are engaging in critical thinking?
- How is background knowledge provided to help students think critically on their own?
- How are students allowed opportunities to reference their native language to create positive transfers to English?
- How are students provided with opportunities to apply their current levels of understanding during play?
- What opportunities do students have to engage in critical thinking when visiting centers?
- What process is in place to ensure the students apply the questioning scaffolds on their own as they think about the world around them?



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?
- How are students' current language and literacy development levels considered when incorporating questioning?
- How is phonological awareness fostered during work group and small group activities?
- How are students arranged in centers to allow for meaningful interaction?
- How is oral language incorporated into centers?
- How is play used to incorporate the development of oral language skills?
- How are opportunities provided to students for engaging in listening and speaking activities throughout the instructional day?



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?
- How are students encouraged to write on a daily basis?
- How is writing integrated during play and other activities to expose students to repeated attempts at writing exploration?
- How are students encouraged to continue to use their native language when making attempts to write in English?
- When do students engage in writing that relates to their own background knowledge and experiences?
- How is writing incorporated into centers? What linguistic scaffolds are provided?
- How is writing integrated in context throughout the instructional day?
- How are the stages of writing explained to students' parents so they understand writing will occur at the students' own pace and developmental level?

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