

GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential Toolbox Resources

CONTENT AREA: *HUMAN GROWTH AND DEVELOPMENT*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
HGD5 Names basic differences across the continuum of simultaneous and/or sequential multilingual development.	<p>Identifies examples how the degree of exposure impacts language development of simultaneous multilingual young children.</p> <p>Identifies how multilingual language development mirrors or contrasts the language development of monolingual children birth to age eight.</p> <p>In interaction with children, recognizes instances where simultaneous multilinguals are concomitantly using knowledge of each language relevant to them to communicate (e.g. code-switching that includes words known best in each of the languages relevant to the child).</p>	<p><u>Sobrato Early Language Academy (SEAL)</u> <i>Bilingual/Dual Language Programs-Families</i> (*) Video produced for Spanish speaking families about the benefits and research behind bilingual and dual language education (11 minutes/Spanish with English subtitles) https://www.youtube.com/watch?v=-rmMcqRiym-g</p> <p><u>Patricia Kuhl-Infant linguistic development</u> https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies</p> <p><u>Teaching at the Beginning- A Felt Board Story</u> (*) Video clip shows two young girls using both their home language and English to engage with other, an adult, and with a learning task</p>	<p><u>University of Wisconsin-Madison School of Education</u> WIDA Module 2 Topic 2 (&) <i>Developmentally appropriate academic language for early learners.</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29642</p>	<p><u>Head Start: Center for Quality Teaching and Learning</u> <i>Language Modeling and Conversations</i> https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations/conversations-teach-tips-dll.pdf</p>	

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	<p>When working with young children who are simultaneous multilinguals recognizes that these children may have context specific vocabulary in each language relevant to them (e.g. knows the labels to identify family relationships in the home language but knows the names of geometric shapes in English).</p> <p>When interacting with sequential multilinguals uses home language competencies (i.e. vocabulary, understanding of language as medium of communication with others and as a medium of expression of ideas and needs/wants) to support English language development.</p>	<p>https://www.youtube.com/watch?v=Wt9daxBNDrA</p> <p><u>California Early Childhood Educator Competencies</u> <i>Culture, Diversity, and Equity</i> (*) (Video; 16:49) This video features a panel discussion with Janet Gonzalez Mena, Christina Lopez-Morgan, Kimberly Nall, Intisar Shareef, moderated by Peter Mangione. The panel members address the following topics “Respect for All Differences and Similarities,” “Culturally Responsive Approaches,” “Culture and Language Development and Learning,” and “Culturally Inclusive Learning Environments.”</p> <p>https://www.youtube.com/watch?v=wYzFMblqHkI(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=4(&)t=0s</p>			
HGD6 Summarizes the benefits of growing up multilingual across all developmental domains.	Describes socio-emotional advantages attached to multilingual development.	<u>Early Edge California</u> <i>Investing in Dual Language Programs in the Early Years</i> Bilingual children outperform monolingual children in literacy	<u>University of Wisconsin-Madison School of Education</u> WIDA Module 1 Topic 2 <i>Benefits of bilingualism</i> (&)	<u>Early Childhood Learning and Knowledge Center</u> <i>Cognitive Advantages of Bilingualism</i>	

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	<p>Describes cognitive advantages attached to multilingual development.</p> <p>Describes linguistic advantages attached to multilingual development.</p>	<p>and math. They will also be more competitive in the job market. https://www.youtube.com/watch?v=S7AztkmFLho</p> <p>Early Edge California- <i>The Benefits of Dual Language Programs for Early Learners</i> (*) Addresses how families can help children keep their home language by enrolling them in bilingual programs starting at a young age. https://www.youtube.com/watch?v=Mhs_DJwW8v0</p>	<p>https://uonline.education.wisc.edu/mod/scorm/view.php?id=29624</p> <p>University of Washington Module on bilingual brain development/executive functioning http://modules.ilabs.uw.edu/module/bilingual-language-development/</p>	<p>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-03-cognitive-benefits-bilingualism.pdf</p>	
<p>HGD7 Explains the developmental and learning implications of simultaneous or sequential exposure to two or more languages during the early years, including those with disabilities</p>	<p>Gives examples of how multilingual exposure may impact the development of vocabulary, syntax, phonology, and pragmatics in simultaneous and sequential multilinguals birth age to eight.</p> <p>Applies understandings about receptive and expressive first and second language development to select and use communicative supports with multilingual children (i.e.</p>	<p>Teaching at the Beginning: <i>A commentary on brand new words</i> (*) Linda M. Espinosa, PhD, researcher and author, talks about how children make sense of the characteristics of the different languages they're exposed using clips of a group of Chinese girls teach their teacher some words in Chinese https://www.youtube.com/watch?v=IXGU0QfSynE</p> <p>Connecticut Office of Early Childhood (*)</p>	<p>University of Wisconsin-Madison School of Education WIDA Module 3 Topic 1 <i>Who are dual language learners with disabilities? (&)</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29659</p> <p>Cultural Linguistic Ability Diversity CLAD <i>Cross-cultural, language, and academic development.</i> Series of Webinars and resources on issues of inclusion and cultural/linguistic responsiveness. http://webapp.northampton.edu/C</p>	<p>City University of N.Y. New York State Initiative on Emergent Bilinguals <i>Translanguaging Guide for teachers</i> pp.1-6 for early childhood https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf</p>	

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	<p>gestures, visuals, movement).</p> <p>Describes features of 1st and 2nd language development.</p> <p>Compares stages of first and second language acquisition.</p> <p>Explains that children’s mixing of languages (also known as code-switching or translanguaging) is appropriate for young emergent multilinguals across all stages of language development.</p> <p>Explain why learning new concepts or ideas is best done in the child’s most relevant language(s)</p> <p>Describes characteristics of multilingual learners with disabilities.(#)</p>	<p>Preschool teacher Beth Martin describes the importance of building relationships with children whose home language is different from her own, and the techniques she uses to help dual language learners understand what is happening in the classroom and become more comfortable speaking in English. Through the use of visuals, gestures, picture cues, and repetition, she supports both expressive and receptive language development.</p> <p>https://www.youtube.com/watch?v=Mb-uj7L6No</p> <p><u>Ofelia Garcia.</u> <i>Translanguaging</i> The professor Emerita in the Ph.D. programs of Urban Education and of Latin American, Iberian, and Latino Cultures (LAILAC) at the Graduate Center of the City University of New York describes basic concepts of translanguaging</p> <p>https://youtu.be/Z_AnGU8jy4o</p> <p><u>Teaching at the Beginning</u> <i>Brand New Words Teacher Competencies (*)</i></p>	<p>LAD/clad-resources/webinars.aspx</p>		

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		<p>Shows teacher learning familiar words in child’s home language https://www.youtube.com/watch?v=6G2MnKeJtA</p> <p><u>Teaching at the Beginning</u> <i>A commentary on ‘Brand New Words’(*)</i> Linda M. Espinosa, PhD, researcher and author, keenly explores aspects of dual language learning in young children https://www.youtube.com/watch?v=IXGU0QfSynE</p>			

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