



EARLY YEARS

# Online Learning Modules: Descriptions and Topics

To learn more about WIDA Early Years, visit [www.wida.us/EarlyYears](http://www.wida.us/EarlyYears)

## Dual Language Learners and their Families

Family engagement has been standard practice in early care and education programs for many years. Per the guidelines set forth by the National Association for the Education of Young Children (NAEYC) with Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age Eight (Bredekamp & Copple, 2009),<sup>1</sup> high quality early care and education programs go beyond offering “scheduled events” and “parent education” sessions. High quality programs create a welcoming environment and reciprocal relationships with families. For dual language learners (DLLs), they also encourage and support the use of the home language(s). This module will provide essential background information about dual language learners and their families in early care and education settings.

### Topics:

1. Who are Dual Language Learners?
2. Benefits of Bilingualism
3. The importance of Home Language and Culture
4. DLLs and Their Families are Valuable Resources
5. Building Reciprocal Relationships

## Dual Language Learners with Disabilities

Dual language learners are a growing population in the United States. Dual language learners differ culturally, linguistically, developmentally, by age, and by ability. Early Care and Education (ECE) practitioners have a responsibility to recognize, honor, support, and advocate for the diverse needs of *all* dual language learners. Illustrated through a classroom vignette, this module provides essential information of identifying and supporting the needs of dual language learners with disabilities in ECE settings.

### Topics:

1. Who are Dual Language Learners with Disabilities?
2. Factors That Influence Dual Language Development
3. Ensuring Access and Opportunity
4. Supporting Development and Learning
5. Promoting Success for All

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<sup>1</sup> Bredekamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight*. Washington, DC: NAEYC.

# Early English Language Development Standards Framework

The WIDA Early English Language Development (E-ELD) Standards Framework assists practitioners in identifying and intentionally planning for, supporting, and scaffolding developmentally appropriate academic language. It helps practitioners effectively incorporate what they have learned about DLLs' culture, language development, and language use into their programs in consistent and meaningful ways. It also supports DLLs as they communicate, make meaning, and access content within various areas of development. This module will provide an overview of the foundational principles and components of the Framework.

## Topics:

1. Guiding Principles and the Can Do Philosophy
2. Developmentally Appropriate Academic Language in Sociocultural Contexts
3. Performance Definitions
4. Can Do Descriptors (PDF document)
5. Standards and their Matrices



## Scaffolding Language Learning

Practitioners in high-quality early care and education settings use what they know about each child’s sociocultural context, family goals for language, interests, abilities, learning style, development, and purposes for language use in both the home language(s) and English to plan for both receptive and expressive language learning.

Practitioners plan for learning within the environment, routines, transitions, and activities. They also plan how to scaffold and support each child’s understanding within those contexts. This module explores ways practitioners can scaffold language learning for dual language learners.

### Topics:

1. The Role of Language Development
2. Purposes for Language Use
3. Planning for Language Learning
4. Putting It All Together

## Promising Practices

WIDA Early Years identified fourteen *Essential Actions* that serve as guidelines for supporting dual language development through standards-based curriculum, care, instruction, and assessment.

These actions, outlined in the 2016 *Promising Practices* guide, are a call for practitioners, families, administrators, and community members to collaborate in supporting the language development of dual language learners in early care

and education programs. Illustrated through a series of stories in a high-quality ECE setting, this module provides suggestions for getting started with *Promising Practices*.

### Topics:

1. Promising Practices for Supporting Dual Language Development
2. Promising Practices: Kate’s Story
3. Promising Practices: Anna’s Story
4. Promising Practices: Vivian’s Story
5. Getting Started: Your Story