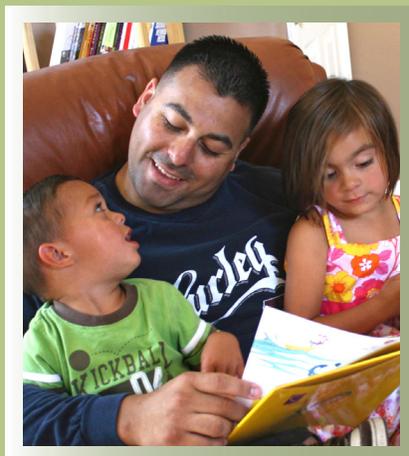


**NEW**  
resources will  
continue to be  
added to this  
catalogue.

Office of Head Start



# HEAD START CULTURAL <sup>AND</sup> LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE



**VOLUME ONE: DUAL LANGUAGE LEARNING (FIRST EDITION)**

Head Start Cultural and Linguistic Responsiveness  
Resource Catalogue  
Volume One: Dual Language Learning (First Edition)  
2012

Prepared by  
National Center on Cultural and Linguistic Responsiveness  
Bank Street College of Education  
Education Development Center, Inc.



THE NATIONAL CENTER ON  
**Cultural and Linguistic  
Responsiveness**

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**HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE**  
Volume One: Dual Language Learning (First Edition)

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## HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE VOLUME 1: DUAL LANGUAGE LEARNING (FIRST EDITION)

### Purpose of Catalogue

Head Start is more ethnically, culturally, and linguistically diverse than ever before. The Office of Head Start (OHS) is dedicated to providing all Head Start programs with resources to meet the diverse needs of their communities. This resource catalogue (volumes one, two, and three) is designed to provide programs with evidence-based materials, research, promising practices, and other information to help develop culturally and linguistically responsive systems and services. The catalogue includes books, articles, videos, and other useful resources—most of which are available free of charge.

The resource catalogue is organized into three volumes, each with a special focus. A few resources are included in more than one volume, but most are not.

- *Volume One: Dual Language Learning* provides information to support Head Start programs working to maximize the development and potential of dual language learners (DLLs) and their families. Catalogue entries showcase resources and practices on topics such as teaching strategies, assessment of DLLs, and supporting culturally and linguistically diverse programs.
- *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* provides information to support Head Start programs working to preserve, revitalize, and/or reclaim American Indian, Alaska Native, Pacific Island, and other heritage languages. Catalogue entries showcase resources and practices on topics such as early childhood language nests, the use of technology in language learning, immersion preschool programs, and culturally responsive curricula.
- *Volume Three: Cultural Responsiveness* provides information to support Head Start programs in developing culturally competent and responsive practices. Catalogue entries showcase resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum.

New resources will continue to be added to each volume of the catalogue. Resource recommendations are welcomed and can be emailed to the NCCLR at:

**Bank Street College**  
[ncclr@bankstreet.edu](mailto:ncclr@bankstreet.edu)

or

**Education Development Center**  
[ncclrinfo@edc.org](mailto:ncclrinfo@edc.org)



**ORGANIZATION**

The resources in *Volume One: Dual Language Learning* and *Volume Three: Cultural Responsiveness* are organized into four sections: Education Strategies and Promising Practices; Family or Community Involvement; Program Systems, Policies and Procedures; and Benefits, Impacts and Effects.

The resources in *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* are organized into three sections: Education Strategies and Promising Practices; Family or Community Involvement; and Program Systems, Policies, and Procedures.

Resources are listed alphabetically by title in the table of contents for each section. Users may browse titles or search for specific words, including names. (See instructions in Technical Notes on pages 79 and 80.)

**Resource Entries**

Each resource entry includes the following information:

<b>Resource Title</b>				
<b>Description</b>	<b>Resource Type</b>	<b>HSCDEL F Domains</b>	<b>Audience</b>	<b>HS Program Type</b>
Description of the resource content Language (or languages) in which the resource is written or available Free or for purchase information	Resource media type	The Head Start Child Development and Early Learning Framework (HSCDEL F) domains that the resource supports, if applicable	Audience for whom the resource may be particularly useful	Head Start program type for which the resource may be most relevant
<b>Research Type</b> Evidence-based practice or research that supports the resource	<b>Source</b> Source where the resource is found on the Internet or where it can be acquired			
<b>Reference</b> Reference with basic information about the publication such as the author, date of publication, and publisher or source				
<b>Related Documents</b> Related documents of importance or interest, when applicable				
<b>Comments</b> Comments on resource, when applicable				



## Categories Key

Each of the resources in the catalogue is categorized by (1) resource type, (2) The Head Start Child Development and Early Learning Framework (HSCDELFL) domains, (3) audience, (4) Head Start program type, and (5) research type.

### Resource Type

Identifies the type of resource:

- Article
- Assessment Tool
- Book
- Booklet/Brochure
- Brief
- Curriculum Resource
- Government Publication
- Head Start Publication
- Other Resource Type
- Paper
- Report
- Training
- Video
- Website

### HSCDELFL Domains

Identifies The Head Start Child Development and Early Learning Framework domains that the resource supports:

- Physical Development & Health
- Social & Emotional Development
- Creative Arts Expression
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Logic & Reasoning
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Social Studies Knowledge & Skills
- English Language Development

### Audience

Identifies audiences (roles) to whom the resource may be particularly useful:

- Families
- Board & Policy Council
- Directors & Managers
- Education & Literacy Managers
- Education Staff
- Family Services Staff
- Health & Disabilities Staff
- Community Partners
- T/TA Providers

### HS Program Type

Identifies the Head Start program type for which the resource is most relevant:

- EHS (Early Head Start, 0–3 years)
- HS (Head Start, 3–5 years)
- MSHS (Migrant and Seasonal Head Start, 0–5 years)
- AIAN HS (American Indian/Alaska Native Head Start, 3–5 years)

### Research Type

Identifies the type of research the resource is based on:

- Evidence-based Practice: Those developed by individuals and organizations that have proven useful to the ECE community
- Research: Quantitative and qualitative studies that have been published—most of which have been peer reviewed for validity



## To Use the Search Feature

Download and use Adobe Reader 9.5 or higher. The Adobe Reader search feature (also called Full Reader Search) allows you to search for part of a word, a complete word, or a phrase found in the catalogue.

### Search options

- Whole Word Only finds the entire word entered, not portions of the word. For example, the word “child” would not be highlighted if you entered the word “children” to find. The search feature will locate hyphenated text regardless of the use of hyphens in the search box.
- Case Sensitive finds words that contain exactly the same capitalization as you enter in the Find dialog box.

### To find a word or phrase

There are two ways to search for a word or phrase in the catalogue.

#### 1. Using the Find feature:

- Enter the name, word or phrase you wish to find in the Find box at the top right of the PDF. When the program finds the text, it is displayed with the text highlighted.
- It is not necessary to include hyphens in the Find text box. The Find tool will locate hyphenated text regardless of the use of hyphens in the text box.
- Click the forward arrow to find the next occurrence of the word or phrase or the back arrow to find the text on earlier pages.

#### 2. Using the Search feature:

- Click on Edit in the Adobe Reader menu bar.
- Click on “Search.”
- Enter the name, word or phrase you wish to find in the text box in the search window to the left of the PDF.
- Click “Search.” When the program finds the word or phrase in the catalogue, the page containing the text is displayed with the text highlighted. The search results will also be listed in the “results” box in the search window.
- Click “New Search” to find the next occurrence of the word or phrase.

**Note:** You can also access the Search feature via the Find box.

- Click on the down arrow next to the Find box (right-hand corner of PDF window).
- Click on “Open Full Reader Search.”
- Continue with steps 3–5 above.



## To Use the Bookmarks Feature

The Bookmarks feature allows you to select the page you wish to view in this catalogue. It is similar to a table of contents.

To use bookmarks:

- Open catalogue in Adobe Acrobat Reader.
- Look for the bookmarks menu on the left side of the PDF window. If it is not visible, click the Bookmarks icon tab to display bookmarks.
- Click the bookmark text to go to your desired page.
- If a plus sign (+) appears to the left of the bookmark, click the plus sign to show (or the minus sign to hide) lower-level bookmarks.
- To hide the bookmarks again, click the Bookmarks icon tab.

To adjust the width of the Bookmarks window:

- Click and drag the right vertical border of the Bookmarks window to the right to increase the width of the window and to the left to decrease it.

## Education Strategies and Promising Practices

These resources provide educational strategies and promising practices that have proven to be effective for use with young children.

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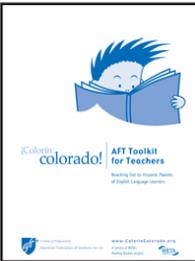
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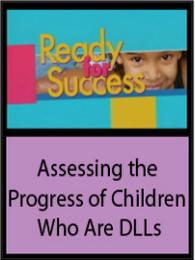
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**AFT Toolkit for Teachers: Reaching Out to Hispanic Parents of English Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This toolkit includes handouts in English and Spanish for families, suggestions for books, and three accompanying videos in English and Spanish. Content provides appropriate tips for programs to connect with, communicate with, and involve Hispanic (and non-Hispanic) dual language learner families.</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.colorincolorado.org/guides/toolkit">http://www.colorincolorado.org/guides/toolkit</a></p>			
<p><b>Reference</b> Colorín Colorado (2005). <i>AFT toolkit for teachers: Reaching out to Hispanic parents of English language learners</i>. Retrieved from <a href="http://www.colorincolorado.org/guides/toolkit">http://www.colorincolorado.org/guides/toolkit</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

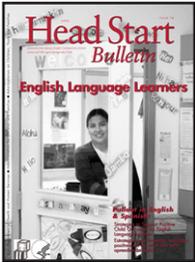
**Assessing the Progress of English Language Development of Children Who Are Dual Language Learners in Head Start and Early Head Start (Ready for Success Series)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webinar is the second of two in the Ready for Success series dedicated to assessing young dual language learners (DLLs) ages birth to five. Experts and practitioners present different approaches for observing and documenting the progress of English acquisition in DLLs and discuss how the information can inform intentional practice. (Video length is 1 hour, 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/vidz.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/vidz.htm</a></p>			
<p><b>Reference</b> Office of Head Start. (2010). <i>Assessing the progress of English language development of children who are dual language learners in Head Start and Early Head Start (Ready for Success series)</i> [Webinar]. Retrieved from Early Childhood Learning &amp; Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/vidz.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/vidz.htm</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Assessing Young Dual Language Learners: What You Need to Know and Why

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video features Carol Hammer's 2008 speech for the Dual Language Learner Institute. She discusses key points about dual language learners and advises parents and teachers on how to encourage the development of the first language, as it will assist and augment a child's English development and knowledge. (Video length is 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm</a>			
<b>Reference</b> Hammer, C. (2008). <i>Assessing young dual language learners: What you need to know and why</i> [Webcast]. Dual Language Learners Institute General Session. 2008 Dual Language Learners Institute. Retrieved from Early Childhood Learning & Knowledge Center: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

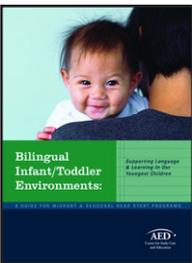
### Assessment of English Language Learners: Challenges and Strategies

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This four-page article (pgs. 47–51) in the Head Start bulletin English Language Learners addresses how Head Start programs can, in a sensitive and respectful way, assess children who speak a language other than English. The article provides tips on how to gather information about a child's progress in both the home language and English.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based-AssessmentofEng.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/home-based-AssessmentofEng.htm</a>			
<b>Reference</b> Gutiérrez-Ciellen, V. F. (2005). Assessment of English language learners: Challenges and strategies [Electronic version]. <i>Head Start Bulletin</i> #78. 47–50.				
<b>Related Documents</b>				
<b>Comments</b>				

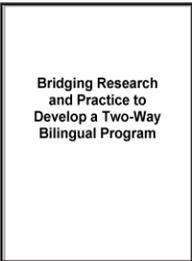
### Bilingual Early Language Assessment (BELA)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides the downloadable materials (manual, instrument, scoresheet, etc.) necessary for the assessment of basic concepts of bilingual children ages 2.9 to 5 years. The BELA is administered one-on-one in the home language and English; it is designed to be administered by home visitors or other professionals in a familiar setting with a caretaker present.</p> <p><b>English, Spanish, Portuguese, Haitian Creole, Arabic, Bangla, Chinese</b></p> <p><b>Free</b></p>	<p>Assessment Tool</p>	<p>Approaches to Learning; Language Development; Mathematics Knowledge &amp; Skills; Science Knowledge &amp; Skills; English Language Development</p>	<p>Education &amp; Literacy Managers; Education Staff; Family Services Staff; T/TA Providers</p>	<p>All</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.cpsd.us/BELA/">www.cpsd.us/BELA/</a></p>			
<p><b>Reference</b> Bilingual Early Language Assessment. (n.d.). Retrieved May 18, 2011, from <a href="http://www.cpsd.us/BELA/">www.cpsd.us/BELA/</a></p>				
<p><b>Related Documents</b> Free training video also available.</p>				
<p><b>Comments</b></p>				

### Bilingual Infant/Toddler Environments: Supporting Language and Learning in Our Youngest Children—A Guide for Migrant and Seasonal Head Start Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This guide, designed to provide assistance to the Migrant and Seasonal Head Start community, gives in-depth information on dual language development in the infant and toddler years. It contains multiple research-to-practice ideas intended to help programs develop effective practices for very young dual language learners.</p> <p><b>English</b></p> <p><b>Free</b></p>	<p>Government Publication</p>	<p>Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; T/TA Providers</p>	<p>EHS; MSHS</p>
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/language_development/BilingualInfant.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/language_development/BilingualInfant.htm</a></p>			
<p><b>Reference</b> Stechuk, R., Burns, M. S., &amp; Yandian, S. E. (2006). <i>Bilingual infant/toddler environments: Supporting language and learning in our youngest children—A guide for Migrant and Seasonal Head Start programs</i>. Washington, DC: AED/Migrant and Seasonal Head Start Technical Assistance Center.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Bridging Research and Practice to Develop a Two-Way Bilingual Program

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the collaborative partnership between teachers and researchers to create a two-way bilingual program. It focuses on how previous research informed decisions as well as how observation data was used to improve the program. The article discusses implications for other educational improvement efforts.</p> <p><b>English, Spanish</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	HS: MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0885200601000904">http://www.sciencedirect.com/science/article/pii/S0885200601000904</a>			
<b>Reference</b> Stipek, D., Ryan, R., & Alarcón, R. (2001). Bridging research and practice to develop a two-way bilingual program. <i>Early Childhood Research Quarterly</i> , 16(1), 133–149. doi:10.1016/S0885-2006(01)00090-4				
<b>Related Documents</b>				
<b>Comments</b>				

### Building on the Sound System of Spanish: Insights from the Alphabetic Spellings of English-Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how the sound system of Spanish may influence the beginning writing of dual language learners who come from Spanish-speaking backgrounds. Knowledge about the relationship between sounds in the first language and in English can help teachers effectively scaffold instruction for Spanish-speaking children. The principles outlined can be extended to work with children from many other language backgrounds.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.jstor.org/discover/10.2307/20205383?uid=3739560&amp;uid=2129&amp;uid=2&amp;uid=70&amp;uid=4&amp;uid=3739256&amp;uid=21100739169681">http://www.jstor.org/discover/10.2307/20205383?uid=3739560&amp;uid=2129&amp;uid=2&amp;uid=70&amp;uid=4&amp;uid=3739256&amp;uid=21100739169681</a>			
<b>Reference</b> Helman, L. A. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. <i>The Reading Teacher</i> , 57(5), 452–460.				
<b>Related Documents</b>				
<b>Comments</b>				

### The Challenge of Working with Dual Language Learners—Three Perspectives: Supervisor, Mentor, and Teacher

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides three perspectives that offer specific and general ideas for individuals working with young dual language learners and their families.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Approaches to Learning; Language Development; Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/thechallengeofworkingwithdll.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/thechallengeofworkingwithdll.pdf</a></p>			
<p><b>Reference</b> Macrina, M., Hoover, D., &amp; Becker, C. (2009). The challenge of working with dual language learners—Three perspectives: Supervisor, mentor, and teacher. <i>Young Children</i>, 64(2), 27–34.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

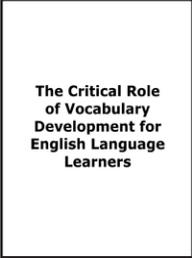
### !Colorín Colorado!

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides information and resources for educators and Spanish-speaking families of dual language learners; language and literacy activities for teachers; home-based activities for families; a database of English, Spanish, and bilingual books for children; and a glossary of common educational terms. While focusing on K–12, it offers information that is applicable to younger children.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Website	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></p>			
<p><b>Reference</b> !Colorín Colorado!: A bilingual site for families and educators of English language learners. (n.d). Retrieved May 10, 2011, from <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

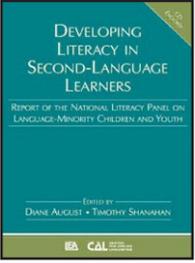
### A Common Language of Care—Welcoming and Supporting Dual Language Learners in Infant-Toddler Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This audiocast is a recorded conference call led by the Early Head Start National Resource Center. The panelists—EHS staff, regional and federal staff, and T/TA providers—discuss the current practices in place within Head Start, support strategies, and approaches to enhance the available services for families with dual language learners. (Audio length is 1 hour, 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	EHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html</a>			
<b>Reference</b> Early Head Start National Resource Center. (2009). <i>A common language of care—Welcoming and supporting dual language learners in infant-toddler programs</i> [Audiocast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### The Critical Role of Vocabulary Development for English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reviews research on effective practices for teaching vocabulary to dual language learners. It discusses approaches to building on the strengths of a child's first language, teaching cognates and basic words, and reviewing and reinforcing vocabulary. It also highlights which words to teach and the importance of teaching vocabulary within limited time constraints.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Health & Disabilities Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://macmillanmh.com/LAUSD_econsultant/rla/assets/papers/vocabdev_ell.pdf">http://macmillanmh.com/LAUSD_econsultant/rla/assets/papers/vocabdev_ell.pdf</a>			
<b>Reference</b> August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. <i>Learning Disabilities Research and Practice, 20</i> (1), 50–57. doi:10.1111/j.1540-5826.2005.00120.x				
<b>Related Documents</b>				
<b>Comments</b>				

**Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 688-page book synthesizes, assesses, and analyzes research on the literacy development of second-language learners, bringing together the various perspectives of experts. It presents the findings in this crucial area of U.S. education today and highlights the need for further research in a number of key areas.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.cal.org/resources/pubs/developliteracy.html">http://www.cal.org/resources/pubs/developliteracy.html</a>			
<b>Reference</b> August, D., & Shanahan, T. (Eds). (2006). <i>Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth</i> . Mahwah, NJ: Lawrence Erlbaum Associates.				
<b>Related Documents</b> Executive Summary: <a href="http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf">http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf</a>				
<b>Comments</b>				

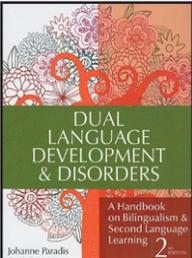
**Diversity and Multicultural Integration in Head Start and Early Head Start—Part I (Ready for Success Series)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast presents the updated handbook, Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five. Experts discuss effective ways to use this booklet and other resources during professional development activities. (Video length is 1 hour, 30 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm</a>			
<b>Reference</b> Office of Head Start. (2010). <i>Diversity and multicultural integration in Head Start and Early Head Start—Part I (Ready for Success series)</i> [Webcast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm</a>				
<b>Related Documents</b> Webcast Viewer's Guide: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Ready%20for%20Success%20Series/DiversityPart1Webcast_ViewersGuide_FINALEnglish.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Ready%20for%20Success%20Series/DiversityPart1Webcast_ViewersGuide_FINALEnglish.pdf</a>				
<b>Comments</b>				

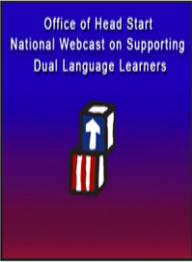
### Does Early Head Start Teach English to Infants and Toddlers Whose Home Language Is Not English If That Is What the Family Wants?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This tip sheet outlines Early Head Start policy on ways to partner with families to support their child’s language development in his or her home language and English.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Head Start Publication		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	EHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf</a>			
<b>Reference</b> Office of Head Start. (2010). <i>Does Early Head Start teach English to infants and toddlers whose home language is not English if that is what the family wants?</i> (Early Head Start Tip Sheet No. 43). Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf</a>				
<b>Related Documents</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-43.pdf</a>				
<b>Comments</b>				

### Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 278-page book discusses current knowledge and research about typical and atypical dual language acquisition. It provides information on successfully understanding, diagnosing, and treating dual language learners with language delays and disorders. The impact of culture and the cognitive aspects of language acquisition are highlighted as well as discussions of theory, research, and clinical implications.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Health & Disabilities Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.brookespublishing.com/store/books/paradis-70588/index.htm">http://www.brookespublishing.com/store/books/paradis-70588/index.htm</a>			
<b>Reference</b> Genesee, F., Paradis, J., & Crago, M. B. (2004). <i>Dual language development and disorders: A handbook on bilingualism and second language learning</i> . Baltimore, MD: Brookes				
<b>Related Documents</b>				
<b>Comments</b>				

### Dual Language Learning Institute Webcast

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast introduces the Office of Head Start Dual Language Learning Institute held in 2008. It was created for Head Start employees who were unable to attend the institute. It introduces the links between dual language development and social-emotional development, cognitive development, literacy, and school readiness. The Webcast is presented in six parts.</p> <p><b>English</b> <b>Free</b></p>	Video	Physical Development & Health; Social & Emotional Development; Approaches to Learning; Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm</a>			
<b>Reference</b> Office of Head Start. (2008). <i>Dual language learning institute webcasts</i> [Webcast]. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm</a>				
<b>Related Documents</b>				
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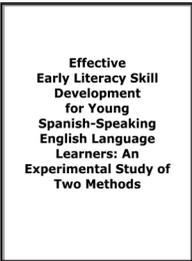
### Dual Language Learning: What Does It Take?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This report discusses the findings of a review of program needs conducted by the Office of Head Start for serving dual language learners ages birth to five. The review identifies several areas of need and discusses recommendations for best addressing those needs.</p> <p><b>English</b> <b>Free</b></p>	Head Start Publication	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf</a>			
<b>Reference</b> Office of Head Start. (2008). <i>Dual language learning: What does it take?</i> Author. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf</a>				
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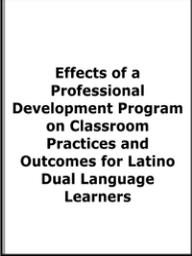
**Early Care and Education Quality Measures: A Critical Review of the Research Related to Dual Language Learners (Research Brief #5)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research literature about the use of quality measures for children ages birth to five in center-based and home-based settings. The focus is on studies that were conducted within settings primarily serving dual language learners (DLLs) or that included comparisons among settings serving differing proportions of DLLs or between settings with and without DLLs.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%235%20Qual%20Final%20Rvvd%2010-31-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%235%20Qual%20Final%20Rvvd%2010-31-11.pdf</a>			
<b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Early care and education quality measures: A critical review of the research related to dual language learners (Research Brief #5)</i> . The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.				
<b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a> . (An annotated bibliography for this brief is also available at this URL.)				
<b>Comments</b>				

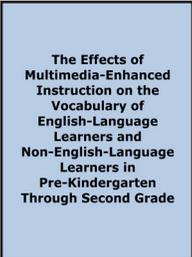
**Effective Early Literacy Skill Development for Young Spanish-Speaking English Language Learners: An Experimental Study of Two Methods**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses an experimental study of the High/Scope Curriculum and the Literacy Express Preschool Curriculum in English only or in Spanish transitioning to English. The study discovered that children made significant gains in English literacy outcomes in both English-only and transitional groups, but only made gains in Spanish literacy skills in the transitional group. The article discusses implications for practice.</p> <p><b>English, Spanish</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	T/TA Providers	HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01292.x/abstract">http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01292.x/abstract</a>			
<b>Reference</b> Farver, J., Lonigan, C., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. <i>Child Development, 80</i> (3), 703–719. doi:10.1111/j.1467-8624.2009.01292.x				
<b>Related Documents</b>				
<b>Comments</b>				

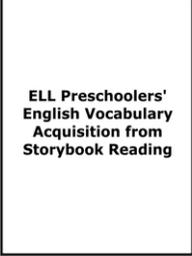
**Effects of a Professional Development Program on Classroom Practices and Outcomes for Latino Dual Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reports on findings of a study of the Nuestros Niños Early Language and Literacy Program. The program consists of intensive, ongoing professional development for prekindergarten teachers who serve Latino dual language learners (DLLs) whose primary language is Spanish. The professional development was designed to complement a core classroom curriculum and scaffold learning for DLLs.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Directors & Managers; Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0885200609000684">http://www.sciencedirect.com/science/article/pii/S0885200609000684</a>			
<b>Reference</b> Buysse, V., Castro, D. C., & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. <i>Early Childhood Research Quarterly</i> (25)2, 194–206. doi:10.1016/j.ecresq.2009.10.001				
<b>Related Documents</b>				
<b>Comments</b>				

**The Effects of Multimedia-Enhanced Instruction on the Vocabulary of English-Language Learners and Non-English-Language Learners in Pre-Kindergarten Through Second Grade**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study compared the effects of both traditional and multimedia-enhanced read-aloud instruction for dual language and monolingual children. It was discovered that multimedia-enhanced instruction can have positive effects for dual language learners. The article discusses methods, analysis, and implications for educational interventions and future research.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.uww.edu/conteduc/camps/otherevents/docs/papers/silverman%20and%20hines%202009.pdf">http://www.uww.edu/conteduc/camps/otherevents/docs/papers/silverman%20and%20hines%202009.pdf</a>			
<b>Reference</b> Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. <i>Journal of Educational Psychology</i> , 101(2), 305–314. doi:10.1037/a0014217				
<b>Related Documents</b>				
<b>Comments</b>				

**ELL Preschoolers' English Vocabulary Acquisition from Storybook Reading**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on the effects of rich explanation, baseline vocabulary, and home storybook reading practices on young dual language learners. Findings show that rich explanation and home storybook reading make significant contributions to children's second language development. The article discusses implications for practice.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0885200609000489">http://www.sciencedirect.com/science/article/pii/S0885200609000489</a>			
<b>Reference</b> Collins, M. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. <i>Early Childhood Research Quarterly</i> , 25(1), 84–97. doi:10.1016/j.ecresq.2009.07.009				
<b>Related Documents</b>				
<b>Comments</b>				

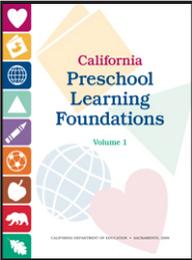
**Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research (Research Brief #4)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research evaluating the effects of early care and education practices on the development and learning of dual language learners (DLLs) ages birth through five. The purpose of the review was to describe the nature of educational interventions used with DLLs and determine the effectiveness of specific approaches.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf</a>			
<b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Evaluating early care and education practices for dual language learners: A critical review of the research (Research Brief #4)</i> . The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.				
<b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a> . (An annotated bibliography for this brief is also available at this URL.)				
<b>Comments</b>				

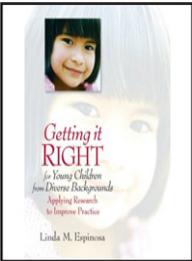
### Evaluation and Assessment in Early Childhood Special Education: Children Who Are Culturally and Linguistically Diverse

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This manual is designed to provide information, strategies, and resources for the appropriate assessment of young culturally and linguistically diverse learners, birth through age six. It discusses information on language learning and approaches to information gathering and testing, with a focus on guiding evaluation for diverse learners.</p> <p><b>English</b> <b>For Purchase</b></p>	Government Publication		Education & Literacy Managers; Education Staff; Health & Disabilities Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.k12.wa.us/specialed/pubdocs/CLD.pdf">http://www.k12.wa.us/specialed/pubdocs/CLD.pdf</a>			
<b>Reference</b> Bergeson, T., Wise, B. J., Gill, D. H., & Shureen, A. (1999). <i>Evaluation and assessment in early childhood special education: Children who are culturally and linguistically diverse</i> . Olympia, WA: Washington State Office of Superintendent of Public Instruction, Special Education. Retrieved from <a href="http://www.k12.wa.us/specialed/pubdocs/CLD.pdf">http://www.k12.wa.us/specialed/pubdocs/CLD.pdf</a>				
<b>Related Documents</b>				
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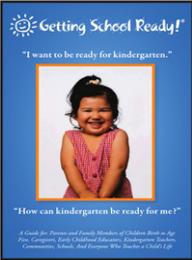
### Foundations in English-Language Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 39-page chapter (pgs. 103–142) in California Preschool Learning Foundations, Volume 1, provides a developmental continuum for English language learners in preschool.</p> <p><b>English</b> <b>Free</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf">http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf</a>			
<b>Reference</b> California Department of Education. (2008). Foundations in English-language development. (2008). In D. Abbott, J. Lundin, & F. Ong, (Eds.). <i>California Preschool Learning Foundations (1)</i> , 103–142. Retrieved from <a href="http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf">http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Getting It RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 141-page book provides both guidance and tools for teachers of young dual language learners and children from diverse backgrounds. It discusses the latest scientific research, offers program and practice recommendations, and highlights real-world examples and experiences.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Education Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.allynbaconmerrill.com/">http://www.allynbaconmerrill.com/</a>			
<b>Reference</b> Espinosa, L. M. (2010). <i>Getting it right for young children from diverse backgrounds: Applying research to improve practice</i> . Upper Saddle River, New Jersey: Prentice Hall.				
<b>Related Documents</b>				
<b>Comments</b>				

### Getting School Ready!

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 18-page booklet is a guide for parents, families, and caregivers to help them prepare children for kindergarten. The booklet describes culturally sensitive and linguistically responsive activities.</p> <p><b>English, Cambodian, Chinese, Russian, Somali, Spanish, Korean, Tagalog, Oromo, Vietnamese</b></p> <p><b>Free</b></p>	Booklet/ Brochure	Physical Development & Health; Social & Emotional Development; Approaches to Learning; Logic & Reasoning; Language Development; Mathematics Knowledge & Skills; English Language Development	Families; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.earlylearning.org/resources/publications/getting-school-ready">http://www.earlylearning.org/resources/publications/getting-school-ready</a>			
<b>Reference</b> Foundation for Early Learning. (2006). <i>Getting school ready!</i> Retrieved May 23, 2011, from <a href="http://www.earlylearning.org/resources/publications/getting-school-ready">http://www.earlylearning.org/resources/publications/getting-school-ready</a>				
<b>Related Documents</b>				
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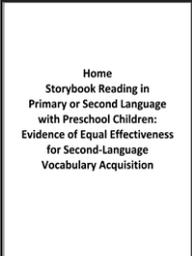
**Head Start 101: Getting Started with Dual Language Learners in Head Start and Early Head Start (Ready for Success Series)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webinar presents the content and format for a year-long professional development series on dual language learners (DLLs). Programs may find this presentation helpful in exploring strategies on how they may best serve children who are DLLs and their families. (Webinar length is 1 hour.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/HeadStart101G.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/HeadStart101G.htm</a>			
<b>Reference</b> Office of Head Start. (2009). <i>Head Start 101: Getting Started with Dual Language Learners in Head Start and Early Head Start</i> . Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/HeadStart101G.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/HeadStart101G.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

**Head Start Embraces Language Diversity**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article highlights how Head Start programs serve and support their many linguistically diverse families and children. It features three vignettes: two focus on successful language preservation efforts and one illustrates strategies and policies for supporting young dual language learners in Migrant and Seasonal Head Start programs.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Directors & Managers; Education Staff	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.naeyc.org/yc/search">http://www.naeyc.org/yc/search</a>			
<b>Reference</b> David, J., Ochanga, Drew, R., Grass, R., Stechuk, R., & Burns, M.S. (2005). Head Start embraces language diversity. <i>Young Children</i> , 60(6), 40–43. Retrieved from: <a href="http://search.proquest.com/docview/197684987?accountid=35106">http://search.proquest.com/docview/197684987?accountid=35106</a>				
<b>Related Documents</b>				
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### Home Storybook Reading in Primary or Second Language with Preschool Children: Evidence of Equal Effectiveness for Second-Language Vocabulary Acquisition

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on the use of a combined home and classroom storybook reading approach. It was discovered that reading at home in the primary language was at least as effective as home storybook reading in English in helping students make significant vocabulary gains. The article discusses implications for practice.</p> <p><b>English, Spanish, Hmong</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	T/TA Providers	HS; MSHS; AIAN HS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.2.1/abstract">http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.2.1/abstract</a></p>			
<p><b>Reference</b> Roberts, T. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. <i>Reading Research Quarterly</i>, 43(2), 103–130. doi:10.1598/RRQ.43.2.1</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

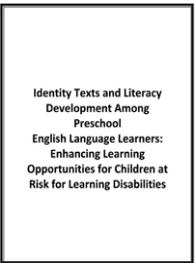
### How Teachers Support English Language Learners in the Classroom

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how teachers can support dual language learners in their classrooms. It includes information on establishing a language relationship with the child, using teacher talk to support language development, and using instructional strategies for dual language learners.</p> <p><b>English</b> <b>Free</b></p>	Head Start Publication	Language Development; Literacy Knowledge & Skills; English Language Development	Education Staff	HS; MSHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/edudev_art_00020_062105.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/edudev_art_00020_062105.html</a></p>			
<p><b>Reference</b> Hirschler, J. A. (2005). How teachers support English language learners in the classroom. <i>Head Start Bulletin</i>, #78. Retrieved from ECLKC website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/edudev_art_00020_062105.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/edudev_art_00020_062105.html</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

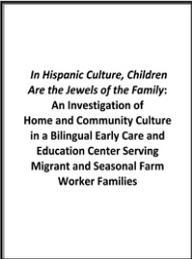
### How to Create a Welcoming Classroom Environment

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides strategies for creating a welcoming classroom environment by helping English language learners who are new to the classroom adjust to their surroundings.</p> <p><b>English</b> <b>Free</b></p>	Article	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Family Services Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.colorincolorado.org/educators/reachingout/welcoming">http://www.colorincolorado.org/educators/reachingout/welcoming</a>			
<b>Reference</b> Colorín Colorado. (2007). <i>How to create a welcoming classroom environment</i> . Retrieved from <a href="http://www.colorincolorado.org/educators/reachingout/welcoming">http://www.colorincolorado.org/educators/reachingout/welcoming</a>				
<b>Related Documents</b>				
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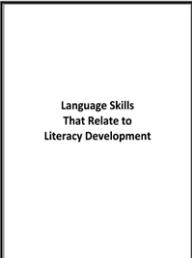
### Identity Texts and Literacy Development Among Preschool English Language Learners: Enhancing Learning Opportunities for Children at Risk for Learning Disabilities

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the Early Authors Program, an innovative intervention program centered on supporting the development of self-authored, identity texts and creating spaces for literacy development in young dual language learners.</p> <p><b>English, Spanish</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://researchconnections.org/childcare/resources/10727">http://researchconnections.org/childcare/resources/10727</a>			
<b>Reference</b> Bernhard, J., Cummins, J., Campoy, F., Ada, A., Winsler, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities. <i>Teacher's College Record</i> , 108(11), 2380–2405.				
<b>Related Documents</b>				
<b>Comments</b>				

**“In Hispanic Culture, Children Are the Jewels of the Family”:  
An Investigation of Home and Community Culture in a Bilingual Early Care  
and Education Center Serving Migrant and Seasonal Farm Worker Families**

Description		Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how culture influences instruction in an early childhood program serving the children of migrant and seasonal farm workers. The article highlights the importance of providing curriculum in the home language and individualized instruction, as well as the importance of the cultural responsiveness of teachers. The article notes implications for practice.</p> <p><b>English</b> <b>Free</b></p>		Article	Language Development; English Language Development	Education Staff; T/TA Providers	MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://ecrp.uiuc.edu/v9n2/gilliard.html">http://ecrp.uiuc.edu/v9n2/gilliard.html</a>				
<b>Reference</b> Gilliard, J. L., Moore, R. A., & Lemieux, J. J. (2007). “In Hispanic culture, children are the jewels of the family”: An investigation of home and community culture in a bilingual early care and education center serving migrant and seasonal farm worker families. <i>Early Childhood Research and Practice, 9</i> (2).					
<b>Related Documents</b>					
<b>Comments</b>					

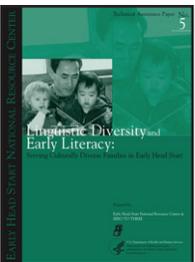
**Language Skills That Relate to Literacy Development**

Description		Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This book chapter by researchers Catherine Snow and Patton Tabors synthesizes research on the relationship of language to literacy. For example, it describes how the sounds of language relate to writing and how vocabulary relates to word recognition. It also provides advice to teachers on how to emphasize intentionally the elements of language and literacy in their classrooms.</p> <p><b>English</b> <b>For Purchase</b></p>		Article	Language Development; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://store.tcpress.com/0807732796.shtml">http://store.tcpress.com/0807732796.shtml</a>				
<b>Reference</b> Snow, C. E., & Tabors, P. O. (1993). Language skills that relate to literacy development. In B. Spodek & O. Saracho, (Eds.), <i>Language and literacy in early childhood education: Yearbook in early childhood education, 4</i> . New York: Teachers College Press.					
<b>Related Documents</b>					
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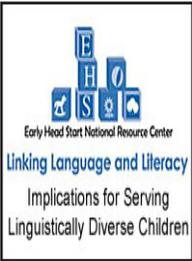
**Learning in English, Learning in Spanish: A Head Start Program Changes Its Approach**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article outlines the steps taken by the Skagit/Islands Head Start to improve their programs and practices for dual language learners. Steps include defining a vision, providing appropriate professional development, putting knowledge into practice, and drawing on outside expertise and support.</p> <p><b>English</b> <b>Free</b></p>	Article		Board & Policy Council; Directors & Managers; Education Staff; Community Partners; T/TA Providers	EHS;HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf">http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf</a></p>			
<p><b>Reference</b> Youngquist, J., Martínez-Griego, B. (2009). Learning in English, learning in Spanish: A Head Start program changes its approach. <i>Young Children</i>, 64(4), 92–98.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Linguistic Diversity and Early Literacy: Serving Culturally Diverse Families in Early Head Start**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This technical assistance paper is designed to provide detailed information on how Early Head Start can help culturally and linguistically diverse children gain early literacy skills. It also reflects on family involvement and program management strategies and how these can be incorporated into practice.</p> <p><b>English</b> <b>Free</b></p>	Government Publication	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA5%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA5%5B1%5D.pdf</a></p>			
<p><b>Reference</b> Department of Health and Human Services. (2001). <i>Linguistic diversity and early literacy: Serving culturally diverse families in Early Head Start</i> (Technical Assistance Paper No. 5). Washington DC: Early Head Start National Resource Center at ZERO TO THREE.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Linking Language and Literacy: Implications for Serving Linguistically Diverse Children**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This audiocast shares existing research on emergent literacy and language development and applies it to the varied populations of Head Start and Early Head Start. (Audio length is 1 hour, 27 min).</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type	Approaches to Learning; Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm</a>			
<b>Reference</b> Early Head Start National Resource Center @ Zero to Three. (2001). <i>Linking language and literacy: Implications for serving linguistically diverse children</i> [Audiocast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm</a>				
<b>Related Documents</b>				
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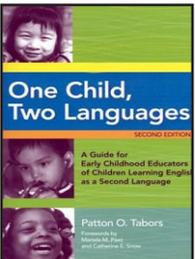
**Literacy Development for Children Who Are Dual Language Learners in Head Start and Early Head Start (Ready for Success Series)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webinar highlights key concepts in the emergent literacy and writing development of dual language learners. It discusses instructional strategies and classroom environments, along with strategies for expanding the language and literacy experiences of infants, toddlers, and preschoolers engaged with each other and with adults when using one or more languages. (Video length is 1 hour, 30 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/LiteracyDevelopm.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/LiteracyDevelopm.htm</a>			
<b>Reference</b> Office of Head Start. (2010) <i>Literacy development for children who are dual language learners in Head Start and Early Head Start (Ready for Success series)</i> [Webinar]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/LiteracyDevelopm.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/LiteracyDevelopm.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### **Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper provides a framework for understanding and supporting first and second language development among the children in Migrant and Seasonal Head Start programs. It provides detailed information on questions about the first and second language acquisition process and key factors that foster language development, and it discusses implications for learning experiences and programs.</p> <p><b>English</b> <b>Free</b></p>	Report	Language Development; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.eric.ed.gov/PDFS/ED500795.pdf">http://www.eric.ed.gov/PDFS/ED500795.pdf</a></p>			
<p><b>Reference</b> Stechuk, R. A. &amp; Burns, M.S. (2005). <i>Making a difference: A framework for supporting first and second language development in preschool children of migrant farm workers</i>. AED Center for Early Childcare and Education. Retrieved from <a href="http://www.aed.org/Publications/upload/MakingADifference1.pdf">http://www.aed.org/Publications/upload/MakingADifference1.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

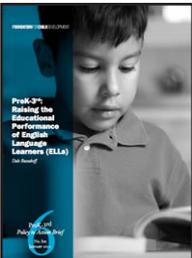
### **One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 256-page book describes the process of second language acquisition in early childhood. It focuses on the creation of supportive classrooms, appropriate assessment, and ways to build successful parent partnerships. It also highlights the importance of the child's home language and culture.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.brookespublishing.com/store/books/tabors-69216/index.htm">http://www.brookespublishing.com/store/books/tabors-69216/index.htm</a></p>			
<p><b>Reference</b> Tabors, P. O. (2008). <i>One child, two languages: A guide for early childhood educators of children learning English as a second language</i> (2nd ed.). Baltimore, MD: Brookes.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**One Language, Two Languages, Three Languages . . . More?**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses guidelines for creating effective learning environments for dual language learners in the infant and toddler years. It provides guidelines and practical suggestions for creating a supportive, language-learning environment.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Education & Literacy Managers; Education Staff	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/files/yc/file/200901/BTJRockingRolling.pdf">http://www.naeyc.org/files/yc/file/200901/BTJRockingRolling.pdf</a></p>			
<p><b>Reference</b> Prieto, H.V. (2009). One language, two languages, three languages . . . more? <i>Young Children</i>, 64(1), 52–53.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

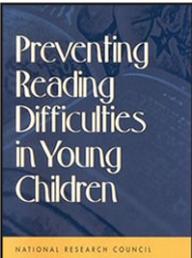
**PreK–3rd: Raising the Educational Performance of English Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief describes the different components of a high-quality, PreK–3 education system and effective routes toward raising the educational achievement of young English language learners.</p> <p><b>English</b> <b>Free</b></p>	Brief		Board & Policy Council; Directors & Managers; T/TA Providers	HS; MSHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf">http://www.fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf</a></p>			
<p><b>Reference</b> Russakoff, D. (2011). <i>PreK–3rd: Raising the educational performance of English language learners</i>. (Policy to Action Brief, No. 6). New York, NY: Foundation for Child Development.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

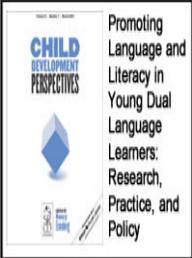
### Preschool Children’s Help to Second Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of social interaction between native speakers and dual language learners in the second language acquisition process. The article also discusses gender differences and individual characteristics as they may affect social interaction in preschool. Finally, the article highlights numerous implications for developing a multicultural classroom.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Families; Education Staff	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.ncela.gwu.edu/files/rcd/BE020259/Pre_School_Children.pdf">http://www.ncela.gwu.edu/files/rcd/BE020259/Pre_School_Children.pdf</a></p>			
<p><b>Reference</b> Hirschler, J. A. (1994). Preschool children’s help to second language learners. <i>Journal of Educational Issues of Language Minority Students, 14</i>, 227–240.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Preventing Reading Difficulties in Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 448-page book explores the social, cultural, historical, and biological factors associated with reading difficulties in young children. It discusses the importance of effective instruction in the early grades as well as approaches to working with dialects and supporting dual language learning. The book also addresses implications for teachers, schools, policy, and the media.</p> <p><b>English</b> <b>Free</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.nap.edu/catalog.php?record_id=6023#top">http://www.nap.edu/catalog.php?record_id=6023#top</a></p>			
<p><b>Reference</b> Snow, C. E., Burns, M. S. &amp; Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i>. Washington, D.C.: National Academy.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Promoting Language and Literacy in Young Dual Language Learners: Research, Policy, and Practice**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reviews research on effective educational practices for young dual language learners. It focuses on the relationship between oral language and literacy development, instructional strategies, and the language of instruction approaches. The article also discusses recommendations for policy and practice.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2010.00142.x/full">http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2010.00142.x/full</a>			
<b>Reference</b> Castro, D. C., Páez, M. M., Dickinson, D. K., & Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, policy, and practice. <i>Child Development Perspectives</i> , 5(1), 15–21. doi:10.1111/j.1750-8606.2010.00142.x				
<b>Related Documents</b>				
<b>Comments</b>				

**Reading in a Second Language: Factors Associated with Progress in Young Children**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reports the findings of a study investigating factors associated with achievement and progress in young Indian children learning to read in English. A longitudinal design was used from the end of nursery for 17 months. High word recognition was accompanied by low scores in comprehension; thus both word recognition and comprehension should be stressed, especially for children in L2 settings.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills	T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.tandfonline.com/doi/abs/10.1080/01443410020043887?journalCode=cedp20#preview">http://www.tandfonline.com/doi/abs/10.1080/01443410020043887?journalCode=cedp20#preview</a>			
<b>Reference</b> Sen, R., & Blatchford, P. (2001). Reading in a second language: Factors associated with progress in young children. <i>Educational Psychology</i> , 21(2), 189–202. doi:10.1080/01443410020043887				
<b>Related Documents</b>				
<b>Comments</b>				

**Ready for Success:  
Supporting Dual Language Learners in Head Start and Early Head Start**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast introduces the entire Ready for Success webcast series. It discusses the use of the Program Preparedness Checklist to continuously improve programs that serve young dual language learners and their families. The webcast also explains how the series can be used for professional development and training. (Webcast length is 53 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/ReadyforSuccess_1.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/ReadyforSuccess_1.htm</a>			
<b>Reference</b> Office of Head Start. (2009). <i>Ready for success: Supporting dual language learners and their families in Head Start and Early Head Start</i> . Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/ReadyforSuccess_1.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/ReadyforSuccess_1.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

**Screening and Assessment of Young English-Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This position statement discusses the rights of young dual language learners to appropriate assessment as well as the challenges of assessing diverse children. Recommendations discussed include the use of culturally and linguistically appropriate assessment, family involvement in the assessment process, and proper use of assessment tools. The suggestions the statement highlights are clear and concise.</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		All	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf">http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf</a>			
<b>Reference</b> NAEYC & NAECs/SDE. (2005). <i>Screening and Assessment of young English-language learners: Supplement to the NAEYC and NAECs/SDE joint position statement on early childhood curriculum, assessment, and program evaluation</i> . National Association for the Education of Young Children. Retrieved from <a href="http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf">http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Singable Books: Sing and Read Your Way to English Proficiency

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes strategies for using singable books in the classroom to engage students in active English language learning. The article reviews the potential benefits of singable books on language acquisition, recommends books, and outlines how to select them.</p> <p><b>English</b> <b>Free</b></p>	<p>Article</p>	<p>Approaches to Learning; Language Development; Literacy Knowledge &amp; Skills; Creative Arts Exploration; English Language Development</p>	<p>Families; Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; Community Partners; T/TA Providers</p>	<p>All</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.cal.org/resources/digest/digest_pdfs/SingableBooksWeb.pdf">http://www.cal.org/resources/digest/digest_pdfs/SingableBooksWeb.pdf</a></p>			
<p><b>Reference</b> Smallwood, B. A., &amp; Haynes, E. F. (2008). Singable books: Sing and read your way to English proficiency. <i>CALdigest</i>. Retrieved from <a href="http://www.cal.org/resources/digest/digest_pdfs/SingableBooksWeb.pdf">http://www.cal.org/resources/digest/digest_pdfs/SingableBooksWeb.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Storybook Reading for Young Dual Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses strategies that teachers can use during storybook reading to promote language and literacy development in young dual language learners. The strategies presented are part of the Nuestros Niños Early Language and Literacy Program.</p> <p><b>English</b> <b>Free</b></p>	<p>Article</p>	<p>Approaches to Learning; Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>Families; Education &amp; Literacy Managers; Education Staff; Family Services Staff</p>	<p>All</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf">http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf</a></p>			
<p><b>Reference</b> Gillanders, C., &amp; Castro, D. (2011). Storybook reading for young dual language learners. <i>Young Children</i>, 66(1), 91–95. Retrieved from the NAEYC website: <a href="http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf">http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b> This article is specific to preschool age children; however, some of the strategies are appropriate to use with toddlers</p>				

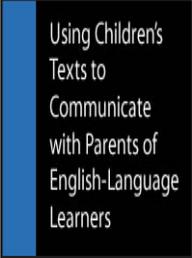
### Supporting Language Development for Children Who Are Dual Language Learners in Head Start and Early Head Start (Ready for Success Series)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast addresses key concepts related to language acquisition of a first and second language in dual language learners, birth to five. It discusses the interconnectedness between language acquisition and development and emergent literacy. The webcast provides specific strategies to address the different linguistic and cultural contexts that exist in Head Start programs. (Video length is 1 hour, 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/SupportingLangua.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/SupportingLangua.htm</a>			
<b>Reference</b> Office of Head Start.(2010). <i>Supporting language development for children who are dual language learners in Head Start and Early Head Start</i> (Ready for Success series) [Webinar]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/SupportingLangua.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/SupportingLangua.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Thematic Literature and Curriculum for English Language Learners in Early Childhood Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how to select thematic books for dual language learners. It focuses on choosing appropriate books that align with curricular themes and on strategies for teaching language and literacy. It provides examples of books as well as ideas for themes.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS; AIAN
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.cal.org/resources/digest/digest_pdfs/0208smallwood.pdf">http://www.cal.org/resources/digest/digest_pdfs/0208smallwood.pdf</a>			
<b>Reference</b> Smallwood, B. A. (2002). Thematic literature and curriculum for English language learners in early childhood education. <i>Center for Applied Linguistics</i> . Retrieved from <a href="http://www.cal.org/resources/digest/digest_pdfs/0208smallwood.pdf">http://www.cal.org/resources/digest/digest_pdfs/0208smallwood.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

**Using Children’s Texts to Communicate with Parents of English-Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on an example of how teachers can create home-school partnerships with culturally and linguistically diverse families by sharing children’s writing samples. The article highlights the importance and value of the home culture and language.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Families; Education & Literacy Managers; Education Staff; Family Services Staff	HS; MSHS; AIAN
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.naeyc.org/yc/search">http://www.naeyc.org/yc/search</a>			
<b>Reference</b> Lee, S. (2008). Using children’s texts to communicate with parents of English-language learners. <i>Young Children</i> , 61(5), 18–25.				
<b>Related Documents</b>				
<b>Comments</b>				

**Using Cognates to Develop Comprehension in English**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website describes how cognates can serve as a bridge to develop comprehension in English. Cognates are words in two languages that share similar meanings, spellings, and pronunciations; 30–40% of English words have a related Spanish word. Children can be taught to use cognates as early as preschool. The site provides a list of cognates in Spanish and English.</p> <p><b>English &amp; Spanish</b> <b>Free</b></p>	Website	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.colorincolorado.org/educators/background/cognates">http://www.colorincolorado.org/educators/background/cognates</a>			
<b>Reference</b> Colorín Colorado (n.d.). <i>Using cognates to develop comprehension in English</i> . Retrieved May 20, 2011 from <a href="http://www.colorincolorado.org/educators/background/cognates">http://www.colorincolorado.org/educators/background/cognates</a>				
<b>Related Documents</b> List of cognates <a href="http://www.colorincolorado.org/pdfs/articles/cognates.pdf">http://www.colorincolorado.org/pdfs/articles/cognates.pdf</a>				
<b>Comments</b>				

### Using the Multicultural Principles to Establish a Framework to Create and Strengthen Language Policies and Procedures in Head Start and Early Head Start Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article was written to assist programs in meeting the standards laid out by legislation and by regulations, sustain diversity within Head Start classrooms, provide impetus for creating or strengthening a policy that will solidify an agency’s commitment to each enrolled child and family, and ensure that each child will be provided every opportunity to succeed in school.</p> <p><b>English</b> <b>Free</b></p>	Article		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm</a>			
<b>Reference</b> Academy for Educational Development. (n.d.). <i>Using the multicultural principles to establish a framework to create and strengthen language policies and procedures in Head Start and Early Head Start programs</i> . Retrieved from the Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Vocabulary Development of English-Language and English-Only Learners in Kindergarten

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 20-page article discusses the effectiveness of a vocabulary intervention using storybook read-alouds. Results show that teaching vocabulary through storybooks may be a successful strategy for dual language learners. The article highlights implications for practice and professional development.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS; AIAN
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.uww.edu/conteduc/camps/otherevents/Docs/Papers/Silverman%202007.pdf">http://www.uww.edu/conteduc/camps/otherevents/Docs/Papers/Silverman%202007.pdf</a>			
<b>Reference</b> Silverman, R. D. (2007). Vocabulary development of English-language and English-only learners. <i>Elementary School Journal, 107</i> (4), 365–385.				
<b>Related Documents</b>				
<b>Comments</b>				

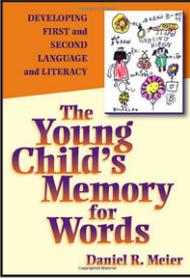
### What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on the changing demographics of early childhood education programs and what educators need to know to best serve a growing, diverse population. It focuses on types of programs for dual language learners as well as the process of second language acquisition.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.pbs.org/teacherline/courses/rdla170/docs/what_early_educ_needknow.pdf">http://www.pbs.org/teacherline/courses/rdla170/docs/what_early_educ_needknow.pdf</a>			
<b>Reference</b> Tabors, P. O. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. <i>Young Children</i> , 53(6), 20–26.				
<b>Related Documents</b>				
<b>Comments</b>				

### What You Hear and What You Say: Language Performance in Spanish-English Bilinguals

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study assesses the factors that contribute to Spanish and English language development in bilingual children.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.oakton.edu/user/1/schuster/documents/What%20You%20Hear%20and%20What%20You%20Say.pdf">http://www.oakton.edu/user/1/schuster/documents/What%20You%20Hear%20and%20What%20You%20Say.pdf</a>			
<b>Reference</b> Bohman, T. M., Bedore, L. M., Peña, E. D., Mendez-Perez, A., & Gillam, R. B. (2010). What you hear and what you say: Language performance in Spanish-English bilinguals. <i>International Journal of Bilingual Education and Bilingualism</i> , 13(3), 325–344. doi:10.1080/13670050903342019				
<b>Related Documents</b>				
<b>Comments</b>				

***The Young Child’s Memory for Words:  
Developing First and Second Language and Literacy***

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 160-page book focuses on effective, research-based strategies to help teachers improve the language and literacy skills of dual language learners. It discusses practical guidelines as well as innovations and ideas for strengthening skills and promoting a love of literacy.</p> <p><b>English</b> <b>For Purchase</b></p>	<p>Book</p>	<p>Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>Education &amp; Literacy Managers; Education Staff</p>	<p>All</p>
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.tpress.com/">http://www.tpress.com/</a></p>			
<p><b>Reference</b> Meier, D. R. (2004). <i>The young child’s memory for words: Developing first and second language and literacy</i>. New York, NY: Teachers College Press.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

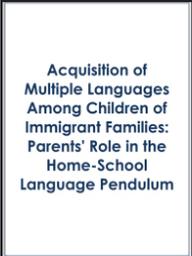
## Family and Community Involvement

These resources provide information on practices that support family involvement and encourage community collaboration.

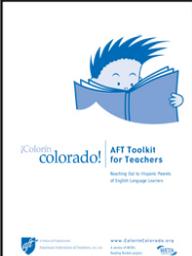
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### Acquisition of Multiple Languages Among Children of Immigrant Families: Parents' Role in the Home-School Language Pendulum

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines the attitudes and language practices of parents and teachers who work with young children who speak many languages. Results indicate that when home-school communication may have been lacking, parents did not feel that their children would receive the support necessary to excel in their native language.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS; AIAN
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.eric.ed.gov/PDFS/ED459622.pdf">http://www.eric.ed.gov/PDFS/ED459622.pdf</a>			
<b>Reference</b> Mushi, S. L. P. (2002). Acquisition of multiple languages among children of immigrant families: Parents' roles in the home-school language pendulum. <i>Early Child Development and Care</i> , 172, 517–530. Retrieved from <a href="http://www.neiu.edu/~circill/F669G.pdf">http://www.neiu.edu/~circill/F669G.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### AFT Toolkit for Teachers: Reaching Out to Hispanic Parents of English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This toolkit includes handouts in English and Spanish for families, suggestions for books, and three accompanying videos in English and Spanish. Content provides appropriate tips for programs to connect with, communicate with, and involve Hispanic (and non-Hispanic) dual language learner families.</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.colorincolorado.org/guides/toolkit">http://www.colorincolorado.org/guides/toolkit</a>			
<b>Reference</b> Colorín Colorado (2005). <i>AFT toolkit for teachers: Reaching out to Hispanic parents of English language learners</i> . Retrieved from <a href="http://www.colorincolorado.org/guides/toolkit">http://www.colorincolorado.org/guides/toolkit</a>				
<b>Related Documents</b>				
<b>Comments</b>				

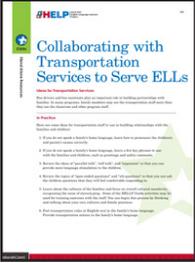
### Assessing Young Dual Language Learners: What You Need to Know and Why

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video features Carol Hammer's 2008 speech for the Dual Language Learner Institute. She discusses key points about dual language learners and advises parents and teachers on how to encourage the development of the first language, as it will assist and augment a child's English development and knowledge. (Video length is 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm</a></p>			
<p><b>Reference</b> Hammer, C. (2008). <i>Assessing young dual language learners: What you need to know and why</i> [Webcast]. Dual Language Learners Institute General Session. 2008 Dual Language Learners Institute. Retrieved from Early Childhood Learning &amp; Knowledge Center: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessingYoungD.htm</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Block Three: Meeting the Needs of Hispanic Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video examines how Head Start and Early Head Start programs can adjust their services to meet the needs of Hispanic families by building trust and developing relationships. (Video length is 17 min.)</p> <p><b>English, Spanish</b> <b>Free</b></p>	Video		Board & Policy Council; Directors & Managers; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm</a></p>			
<p><b>Reference</b> Office of Head Start. (2006). <i>Block three: Meeting the needs of Hispanic families</i> [Video]. Retrieved from the Early Childhood Learning &amp; Knowledge website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm</a></p>				
<p><b>Related Documents</b></p>				
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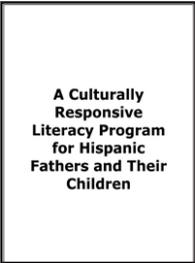
**Collaborating with Transportation Services to Serve ELLs**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This handout provides some ideas for transportation services to use in building relationships with families and children who are English language learners (ELLs).</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Directors & Managers; Family Services Staff	HS; MSHS; AIAN HS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf</a></p>			
<p><b>Reference</b> Head Start English Language Learners Project. (n.d.). <i>Collaborating with transportation services to serve ELLs</i>. Retrieved May 23, 2011, from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**!Colorín Colorado!**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This website provides information and resources for educators and Spanish-speaking families of dual language learners; language and literacy activities for teachers; home-based activities for families; a database of English, Spanish, and bilingual books for children; and a glossary of common educational terms. While focusing on K–12, it offers information that is applicable to younger children.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Website	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></p>			
<p><b>Reference</b> !Colorín Colorado!: A bilingual site for families and educators of English language learners. (n.d). Retrieved May 10, 2011, from <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

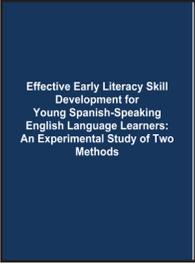
### A Culturally Responsive Literacy Program for Hispanic Fathers and Their Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study examined a culturally responsive language and literacy program designed to help Hispanic fathers promote literacy skills through the use of a family’s language, culture, interests, and experiences. The study also discusses implications for future research and the involvement of fathers in literacy programs.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://jhh.sagepub.com/content/9/4/281">http://jhh.sagepub.com/content/9/4/281</a>			
<b>Reference</b> Saracho, O. N. (2010). A culturally responsive literacy program for Hispanic fathers and their children. <i>Journal of Hispanic Higher Education</i> , 9(24), 281–293. doi:10.1177/1538192710374234				
<b>Related Documents</b>				
<b>Comments</b>				

### Diversity and Multicultural Integration in Head Start and Early Head Start—Part II (Ready for Success Series)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast presents program strategies for engaging families and parents representing diverse cultures and languages. The webcast highlights a leadership program for Latino parents that builds on their cultural traditions, as well as a collaborative initiative within the community. (Video length is 1 hour, 30 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm</a>			
<b>Reference</b> Office of Head Start. (2010). <i>Diversity and multicultural integration in Head Start and Early Head Start—Part II</i> (Ready for Success series) [Webcast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm</a>				
<b>Related Documents</b> Webcast Viewer’s Guide: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm#materials">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm#materials</a>				
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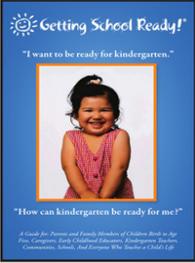
### The Effect of Maternal Language on Bilingual Children’s Vocabulary and Emergent Literacy Development During Head Start and Kindergarten

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study examines the impact of maternal language and children’s gender on bilingual children’s vocabulary and emergent literacy development during 2 years in Head Start and kindergarten. The findings provide evidence that maternal usage of Spanish does not negatively affect children’s developing English vocabulary or emergent literacy abilities.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.tandfonline.com/doi/abs/10.1080/10888430902769541">http://www.tandfonline.com/doi/abs/10.1080/10888430902769541</a>			
<b>Reference</b> Hammer, C. S., Davidson, M. D., Lawrence, F. R., & Miccio, A. W. (2009). The effect of maternal language on bilingual children’s vocabulary and emergent literacy development during Head Start and kindergarten. <i>Scientific Studies of Reading, 13</i> (2), 99–121. doi:10.1080/10888430902769541				
<b>Related Documents</b>				
<b>Comments</b>				

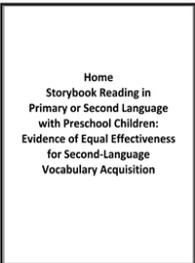
### ELLs in Early Childhood Education: Recruiting Immigrant Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides an overview of some of the reasons why fewer than expected immigrant families are enrolling their children in preschool, and it offers some tips for recruiting and supporting immigrant families in an early childhood education setting.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Article		Directors & Managers; Family Services Staff	EHS; HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.colorincolorado.org/article/25820#important">http://www.colorincolorado.org/article/25820#important</a>			
<b>Reference</b> Colorín Colorado. (2008). <i>ELLs in early childhood education: Recruiting immigrant families</i> . Retrieved from Colorín Colorado website: <a href="http://www.colorincolorado.org/article/25820#important">http://www.colorincolorado.org/article/25820#important</a>				
<b>Related Documents</b>				
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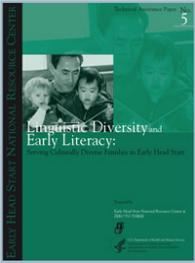
### Getting School Ready!

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 18-page booklet is a guide for parents, families, and caregivers to help them prepare children for kindergarten. The booklet describes culturally sensitive and linguistically responsive activities.</p> <p><b>English, Cambodian, Chinese, Russian, Somali, Spanish, Korean, Tagalog, Oromo, Vietnamese</b></p> <p><b>Free</b></p>	<p>Booklet/ Brochure</p>	<p>Physical Development &amp; Health; Social &amp; Emotional Development; Approaches to Learning; Logic &amp; Reasoning; Language Development; Mathematics Knowledge &amp; Skills; English Language Development</p>	<p>Families; Education &amp; Literacy Managers; Education Staff; Family Services Staff; Health &amp; Disabilities Staff; T/TA Providers</p>	<p>HS; MSHS; AIAN HS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.earlylearning.org/resources/publications/getting-school-ready">http://www.earlylearning.org/resources/publications/getting-school-ready</a></p>			
<p><b>Reference</b> Foundation for Early Learning. (2006). <i>Getting school ready!</i> Retrieved May 23, 2011, from <a href="http://www.earlylearning.org/resources/publications/getting-school-ready">http://www.earlylearning.org/resources/publications/getting-school-ready</a></p>				
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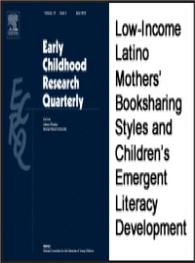
### Home Storybook Reading in Primary or Second Language with Preschool Children: Evidence of Equal Effectiveness for Second-Language Vocabulary Acquisition

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on the use of a combined home and classroom storybook reading approach. It was discovered that reading at home in the primary language was at least as effective as home storybook reading in English in helping students make significant vocabulary gains. The article discusses implications for practice.</p> <p><b>English, Spanish, Hmong</b></p> <p><b>For Purchase</b></p>	<p>Article</p>	<p>Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>T/TA Providers</p>	<p>HS; MSHS</p>
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.2.1/abstract">http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.2.1/abstract</a></p>			
<p><b>Reference</b> Roberts, T. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. <i>Reading Research Quarterly</i>, 43(2), 103–130. doi:10.1598/RRQ.43.2.1</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

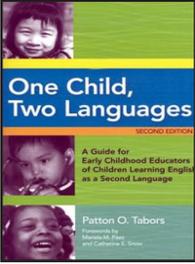
### Linguistic Diversity and Early Literacy: Serving Culturally Diverse Families in Early Head Start

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This technical assistance paper is designed to provide detailed information on how Early Head Start can help culturally and linguistically diverse children gain early literacy skills. It also reflects on family involvement and program management strategies and how these can be incorporated into practice.</p> <p><b>English</b> <b>Free</b></p>	Government Publication	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA5%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA5%5B1%5D.pdf</a>			
<b>Reference</b> Department of Health and Human Services. (2001). <i>Linguistic diversity and early literacy: Serving culturally diverse families in Early Head Start</i> (Technical Assistance Paper No. 5). Washington DC: Early Head Start National Resource Center at ZERO TO THREE.				
<b>Related Documents</b>				
<b>Comments</b>				

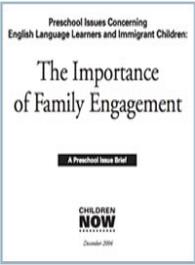
### Low-Income Latino Mothers' Booksharing Styles and Children's Emergent Literacy Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigated the relation between mothers' booksharing styles and children's language and literacy development among a sample of Head Start children. The study identifies three types of booksharing styles that seem to be predictive of literacy development, and it discusses suggestions and implications for culturally appropriate practice, policy, and family literacy.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0885200609000192">http://www.sciencedirect.com/science/article/pii/S0885200609000192</a>			
<b>Reference</b> Casper, M. (2009). Low-income Latino mothers' booksharing styles and children's literacy development. <i>Early Childhood Research Quarterly</i> , 24(3), 306–324. doi:10.1016/j.ecresq.2009.03.006				
<b>Related Documents</b>				
<b>Comments</b>				

**One Child, Two Languages:  
A Guide for Early Childhood Educators of Children Learning English as a Second Language**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 256-page book describes the process of second language acquisition in early childhood. It focuses on the creation of supportive classrooms, appropriate assessment, and ways to build successful parent partnerships. It also highlights the importance of the child’s home language and culture.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.brookespublishing.com/store/books/tabors-69216/index.htm">http://www.brookespublishing.com/store/books/tabors-69216/index.htm</a>			
<b>Reference</b> Tabors, P. O. (2008). <i>One child, two languages: A guide for early childhood educators of children learning English as a second language</i> (2nd ed.). Baltimore, MD: Brookes.				
<b>Related Documents</b>				
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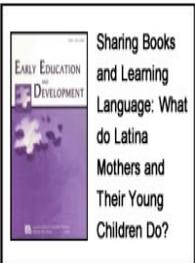
**Preschool Issues Concerning English Language Learners and Immigrant Children:  
The Importance of Family Engagement**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief reviews research on the importance of family involvement during children’s early years. It discusses the benefits of family involvement and the different forms it can take. It highlights some of the challenges in implementing family involvement activities and offers research-based strategies for helping programs overcome barriers. Implications for policy and practice are also discussed.</p> <p><b>English</b> <b>Free</b></p>	Brief		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf">http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf</a>			
<b>Reference</b> Naughton, S. (2004). <i>Preschool issues concerning English language learners and immigrant children: The importance of family engagement</i> . (An Issue Brief Series: Children Now). Retrieved from <a href="http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf">http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### Responding to Cultural and Linguistic Differences in the Beliefs and Practices of Families with Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses cultural differences in families' expectations, goals, and views of development for their children. It also focuses on the implication of the differences among children in the early childhood classroom and suggests ways that teachers can sensitively communicate with families to support diverse children.</p> <p><b>English</b> <b>Free</b></p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff	EHS; HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf">http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf</a>			
<b>Reference</b> Okagaki, L., & Diamond, K. E. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families with young children. <i>Young Children</i> , 55(3), 74–80.				
<b>Related Documents</b>				
<b>Comments</b>				

### Sharing Books and Learning Language: What Do Latina Mothers and Their Young Children Do?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigates the book-sharing behaviors of Latina mothers in relation to their children's vocabulary. It explores the types of sharing behaviors that mothers exhibit when looking at a book with their child and the behaviors that are associated with expressive language development. The study highlights implications for interventions.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://dx.doi.org/10.1207/s15566935eed1504_2">http://dx.doi.org/10.1207/s15566935eed1504_2</a>			
<b>Reference</b> Boyce, L. K., Cook, G. A., Roggman, L. A., Innocenti, M. A., Jump, V. K., & Akers, J. F. (2004). Sharing books and learning language: What do Latina mothers and their children do? <i>Early Education and Development</i> , 15(4), 371–382. doi:10.1207/s15566935eed1504_2				
<b>Related Documents</b>				
<b>Comments</b>				

**Using Children’s Texts to Communicate with Parents of English-Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
<div data-bbox="110 296 305 558" style="background-color: black; color: white; padding: 5px; width: fit-content;">                     Using Children's Texts to Communicate with Parents of English-Language Learners                 </div> <p data-bbox="370 296 834 499">This article focuses on an example of how teachers can create home-school partnerships with culturally and linguistically diverse families by sharing children’s writing samples. The article highlights the importance and value of the home culture and language.</p> <p data-bbox="370 520 526 590"><b>English</b> <b>For Purchase</b></p>	Article		Families; Education & Literacy Managers; Education Staff; Family Services Staff	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/yc/search">http://www.naeyc.org/yc/search</a></p>			
<p><b>Reference</b> Lee, S. (2008). Using children’s texts to communicate with parents of English-lanugage learners. <i>Young Children</i>, 61(5), 18–25.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

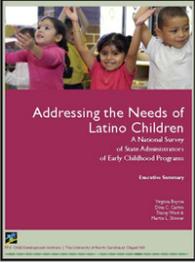
## Contents

### Program Systems, Policies, and Procedures

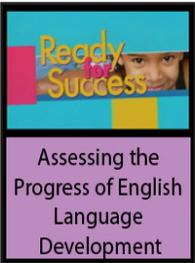
These resources provide information to help develop systems, policies, and procedures that support culturally diverse families and children, including young dual-language learners.

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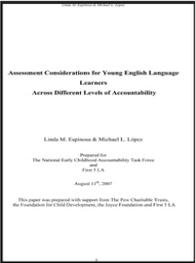
### Addressing the Needs of Latino Children: A National Survey of State Administrators of Early Childhood Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study surveyed how state administrators are responding to the unique needs of young culturally and linguistically diverse Latinos. The findings illustrate current practices being used to serve Latino children and their families and aim to provide directions for future research as well as program planning.</p> <p><b>English</b> <b>Free</b></p>	Report	English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://delta.cpcc.edu/Members/BAS3120E/podcast2/NNEExecSummary.pdf">http://delta.cpcc.edu/Members/BAS3120E/podcast2/NNEExecSummary.pdf</a>			
<b>Reference</b> Buyse, V., Castro, D. C., West, T., & Skinner, M. L. (2004). <i>Addressing the needs of Latino children: A national survey of state administrators of early childhood programs</i> . Executive Summary. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.				
<b>Related Documents</b>				
<b>Comments</b>				

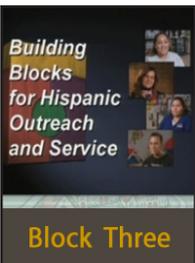
### Assessing the Progress of Children Who are Dual Language Learners (DLLs) in Head Start and Early Head Start (Ready for Success Series)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webinar explores the progress of dual language learners in all areas of development and all domains of The Head Start Child Outcomes Framework. It discusses a variety of situations and languages present in Head Start Programs across the country. It also provides specific recommendations to better involve classroom leaders and families in supporting children. (Video length is 1 hour, 30 min.)</p> <p><b>English, Spanish</b> <b>Free</b></p>	Training	All	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/AssessingthePro.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/AssessingthePro.htm</a>			
<b>Reference</b> Office of Head Start. (2010). <i>Assessing the progress of children who are dual language learners (DLLs) in Head Start and Early Head Start (Ready for Success series)</i> [Webinar]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/AssessingthePro.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/AssessingthePro.htm</a>				
<b>Related Documents</b>				
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### Assessment Considerations for Young English Language Learners Across Different Levels of Accountability

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 63-page paper discusses the changing demographics of the population of young children, the nature of the linguistic diversity in early educational settings, and the implications of the increased diversity for dual language and literacy development during the preschool years.</p> <p><b>English</b> <b>Free</b></p>	Paper	Language Development; Literacy Knowledge & Skills; English Language Development	Board & Policy Council; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf">http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf</a>			
<b>Reference</b> Espinosa, L. M., & López, M. L. (2007). <i>Assessment considerations for young English language learners across different levels of accountability</i> . Los Angeles, CA: The Pew Task Force on Early Childhood Accountability & First LA.				
<b>Related Documents</b>				
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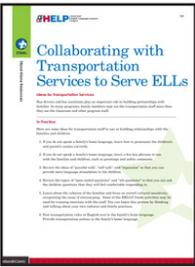
### Block Three: Meeting the Needs of Hispanic Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video examines how Head Start and Early Head Start programs can adjust their services to meet the needs of Hispanic families by building trust and developing relationships. (Video length is 17 min.)</p> <p><b>English, Spanish</b> <b>Free</b></p>	Video		Board & Policy Council; Directors & Managers; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm</a>			
<b>Reference</b> Office of Head Start. (2006). <i>Block three: Meeting the needs of Hispanic families</i> [Video]. Retrieved from the Early Childhood Learning & Knowledge website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockThreeMeet.htm</a>				
<b>Related Documents</b>				
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### Block Two: Understanding the Hispanic Community in Your Area

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This video provides a snapshot of a process and strategies that Head Start and Early Head Start programs may use to ensure that their community assessment includes specific data for addressing the needs of Hispanic children and their families. (Video length is 16 min.)</p> <p><b>English, Spanish</b> <b>Free</b></p>	Video		Board & Policy Council; Directors & Managers; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockTwoUnders.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockTwoUnders.htm</a>			
<b>Reference</b> Office of Head Start. (2006). <i>Block two: Understanding the Hispanic community in your area</i> [Video]. Retrieved from the Early Childhood Learning & Knowledge website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockTwoUnders.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/fac/partnerships/BlockTwoUnders.htm</a>				
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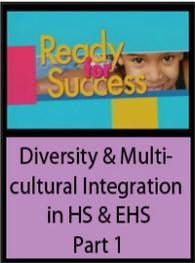
### Collaborating with Transportation Services to Serve ELLs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This handout provides some ideas for transportation services to use in building relationships with families and children who are English language learners (ELLs).</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Family Services Staff	HS; MSHS; AIAN HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf</a>			
<b>Reference</b> Head Start English Language Learners Project. (n.d.). <i>Collaborating with transportation services to serve ELLs</i> . Retrieved May 23, 2011, from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/Collaborating%20with%20Transportation%20Services%20to%20Serve%20ELLs.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b>				

### A Common Language of Care—Welcoming and Supporting Dual Language Learners in Infant-Toddler Programs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This audiocast is a recorded conference call led by the Early Head Start National Resource Center. The panelists—EHS staff, regional and federal staff, and T/TA providers—discuss the current practices in place within Head Start, support strategies, and approaches to enhance the available services for families with dual language learners. (Audio length is 1 hour, 33 min.)</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	EHS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html</a>			
<b>Reference</b> Early Head Start National Resource Center. (2009). <i>A common language of care—Welcoming and supporting dual language learners in infant-toddler programs</i> [Audiocast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/multimedia.html</a>				
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<b>Comments</b>				

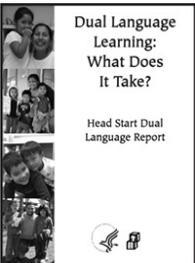
### Diversity and Multicultural Integration in Head Start and Early Head Start—Part I (Ready for Success Series)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast presents the updated handbook, Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five. Experts discuss effective ways to use this booklet and other resources during professional development activities. (Video length is 1 hour, 30 min.)</p> <p><b>English</b> <b>Free</b></p>	Training	Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm</a>			
<b>Reference</b> Office of Head Start. (2010). <i>Diversity and multicultural integration in Head Start and Early Head Start—Part I</i> (Ready for Success series) [Webcast]. Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/webform.htm</a>				
<b>Related Documents</b> Webcast Viewer's Guide: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm#materials">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Ready%20for%20Success%20Series/DiversityandMul.htm#materials</a>				
<b>Comments</b>				

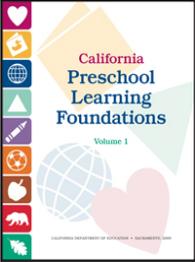
## Does Early Head Start Teach English to Infants and Toddlers Whose Home Language Is Not English if That Is What the Family Wants?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This tip sheet outlines ways Early Head Start programs can support communication and language development in infants and toddlers who are dual language learners. It also includes recommendations for programs on developing language policies.</p> <p><b>English, Spanish</b> <b>Free</b></p>	<p>Head Start Publication</p>		<p>Board &amp; Policy Council; Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; Family Services Staff; Health &amp; Disabilities Staff; Community Partners; T/TA Providers</p>	<p>EHS; MSHS</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf</a></p>			
<p><b>Reference</b> Office of Head Start. (2010). <i>Does Early Head Start teach English to infants and toddlers whose home language is not English if that is what the family wants?</i> (Early Head Start Tip Sheet No. 43). Retrieved from Early Childhood Learning &amp; Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/EHS-Tip-Sheet-43.pdf</a></p>				
<p><b>Related Documents</b> Spanish <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-43.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-43.pdf</a></p>				
<p><b>Comments</b></p>				

## Dual Language Learning: What Does It Take?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This report discusses the findings of a review of program needs conducted by the Office of Head Start for serving dual language learners ages birth to five. The review identifies several areas of need and discusses recommendations for best addressing those needs.</p> <p><b>English</b> <b>Free</b></p>	<p>Head Start Publication</p>	<p>Language Development; English Language Development</p>	<p>Directors &amp; Managers; Education &amp; Literacy Managers; Education Staff; T/TA Providers</p>	<p>All</p>
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf</a></p>			
<p><b>Reference</b> Office of Head Start. (2008). <i>Dual language learning: What does it take?</i> Author. Retrieved from Early Childhood Learning &amp; Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf</a></p>				
<p><b>Related Documents</b> <b>Comments</b></p>				

### Foundations in English-Language Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 39-page chapter (pgs. 103–142) in California Preschool Learning Foundations, Volume 1, provides a developmental continuum for English language learners in preschool.</p> <p><b>English</b> <b>Free</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf">http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf</a>			
<b>Reference</b> California Department of Education. (2008). Foundations in English-language development. (2008). In D. Abbott, J. Lundin, & F. Ong, (Eds.). <i>California Preschool Learning Foundations, 1</i> , 103–142. Retrieved from <a href="http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf">http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf</a>				
<b>Related Documents</b>				
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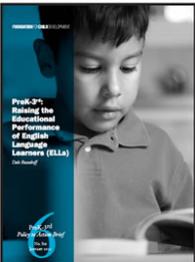
### Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 44-page policy report aims to inspire policy makers, institutions of higher education, early childhood programs, and professional associations to work together to ensure that early childhood teachers can be successful in helping young children of all backgrounds gain the social, emotional, physical, and cognitive skills they need to do well in school and in life.</p> <p><b>English</b> <b>Free</b></p>	Report		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://www.californiatomorrow.org/media/gettingready.pdf">http://www.californiatomorrow.org/media/gettingready.pdf</a>			
<b>Reference</b> School Readiness, Culture, and Language Working Group. (n.d.). <i>Getting ready for quality: The critical importance of developing and supporting a skilled, ethnically and linguistically diverse early childhood workforce</i> . Oakland, CA: California Tomorrow. Retrieved May 20 2011 from <a href="http://www.californiatomorrow.org/media/gettingready.pdf">http://www.californiatomorrow.org/media/gettingready.pdf</a>				
<b>Related Documents</b>				
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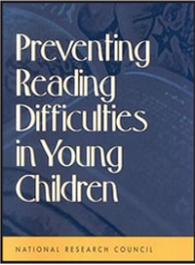
**Learning in English, Learning in Spanish: A Head Start Program Changes Its Approach**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article outlines the steps taken by the Skagit/Islands Head Start to improve their programs and practices for dual language learners. Steps include defining a vision, providing appropriate professional development, putting knowledge into practice, and drawing on outside expertise and support.</p> <p><b>English</b> <b>Free</b></p>	Article		Board & Policy Council; Directors & Managers; Education Staff; Community Partners; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf">http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf</a></p>			
<p><b>Reference</b> Youngquist, J., Martínez-Griego, B. (2009). Learning in English, learning in Spanish: A Head Start program changes its approach. <i>Young Children</i>, 64(4), 92–98.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

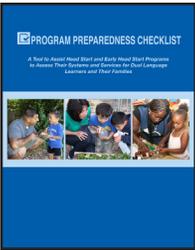
**PreK–3rd: Raising the Educational Performance of English Language Learners**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief describes the different components of a high-quality, PreK–3 education system and effective routes toward raising the educational achievement of young English language learners.</p> <p><b>English</b> <b>Free</b></p>	Brief		Board & Policy Council; Directors & Managers; T/TA Providers	HS; MSHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf">http://www.fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf</a></p>			
<p><b>Reference</b> Russakoff, D. (2011). <i>PreK–3rd: Raising the educational performance of English language learners</i>. (Policy to Action Brief, No. 6). New York, NY: Foundation for Child Development.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Preventing Reading Difficulties in Young Children**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 448-page book explores the social, cultural, historical, and biological factors associated with reading difficulties in young children. It discusses the importance of effective instruction in the early grades as well as approaches to working with dialects and supporting dual language learning. The book also addresses implications for teachers, schools, policy, and the media.</p> <p><b>English</b> <b>Free</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.nap.edu/catalog.php?record_id=6023#top">http://www.nap.edu/catalog.php?record_id=6023#top</a>			
<b>Reference</b> Snow, C. E., Burns, M. S. & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i> . Washington, D.C.: National Academy.				
<b>Related Documents</b>				
<b>Comments</b>				

**Program Preparedness Checklist:  
A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families (Version 5)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This checklist is designed to help Head Start programs assess their preparedness to implement systems that support dual language learners and to provide quality services to these learners and their families. It also helps programs observe and document how systems are implemented, and it provides helpful information on professional development and program planning.</p> <p><b>English</b> <b>Free</b></p>	Assessment Tool		Directors & Managers; Education & Literacy Managers; Education Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm</a>			
<b>Reference</b> Office of Head Start. (2012). <i>Program preparedness checklist: A tool to assist Head Start and Early Head Start programs to assess their systems and services for dual language learners and their families (Version 5)</i> . Retrieved from Early Childhood Learning & Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

## Screening and Assessment of Young English-Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This position statement discusses the rights of young dual language learners to appropriate assessment as well as the challenges of assessing diverse children. Recommendations discussed include the use of culturally and linguistically appropriate assessment, family involvement in the assessment process, and proper use of assessment tools. The suggestions the statement highlights are clear and concise.</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type		All	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf">http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf</a></p>			
<p><b>Reference</b> NAEYC &amp; NAECs/SDE. (2005). <i>Screening and Assessment of young English-language learners: Supplement to the NAEYC and NAECs/SDE joint position statement on early childhood curriculum, assessment, and program evaluation</i>. National Association for the Education of Young Children. Retrieved from <a href="http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf">http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

## Supporting Infant and Toddler Language Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This tip sheet provides a basis for dialogue, clarification, and problem solving among the Office of Head Start, Regional Offices, technical assistance consultants, and grantees about how Early Head Start programs can support language and communication development when staff members do not speak the child's home language.</p> <p><b>English and Spanish</b> <b>Free</b></p>	Head Start Publication	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; MSHS; AIAN HS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> In English: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Working%20with%20Parents%20and%20Families/EHS-Tip-Sheet42.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Working%20with%20Parents%20and%20Families/EHS-Tip-Sheet42.pdf</a>. En Español: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-42.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/EECD/Ni%C3%B1os%20que%20aprenden%20en%20dos%20idiomas%20y%20sus%20familias/Hoja-consejos-42.pdf</a></p>			
<p><b>Reference</b> Office of Head Start. (2010). <i>Supporting infant and toddler language development</i>. (Early Head Start Tip Sheet No. 42). Retrieved from Early Childhood Learning &amp; Knowledge Center website: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Working%20with%20Parents%20and%20Families/EHS-Tip-Sheet42.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Working%20with%20Parents%20and%20Families/EHS-Tip-Sheet42.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Using the Multicultural Principles to Establish a Framework to Create and Strengthen Language Policies and Procedures in Head Start and Early Head Start Programs**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article was written to assist programs in meeting the standards laid out by legislation and by regulations, sustain diversity within Head Start classrooms, provide impetus for creating or strengthening a policy that will solidify an agency’s commitment to each enrolled child and family, and ensure that each child will be provided every opportunity to succeed in school.</p> <p><b>English</b> <b>Free</b></p>	Article		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	All

**Research Type**

Evidence-based Practice

**Source**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm>

**Reference**

Academy for Educational Development. (n.d.). *Using the multicultural principles to establish a framework to create and strengthen language policies and procedures in Head Start and Early Head Start programs*. Retrieved from the Early Childhood Learning & Knowledge Center website: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/UsingtheMulticu.htm>

**Related Documents**

**Comments**

## Benefits, Impacts, and Effects

These resources present findings about the benefits, impacts, and effects of various promising practices related to dual language learning, cultural responsiveness, and working with culturally and linguistically diverse children and their families.

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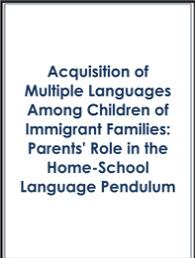
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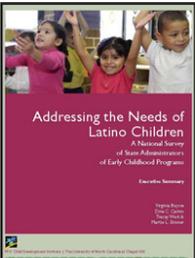
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**Acquisition of Multiple Languages Among Children of Immigrant Families: Parents' Role in the Home-School Language Pendulum**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines the attitudes and language practices of parents and teachers who work with young children who speak many languages. Results indicate that when home-school communication may have been lacking, parents did not feel that their children would receive the support necessary to excel in their native language.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	T/TA Providers	MSHS; AIAN
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.neiu.edu/~circill/F669G.pdf">http://www.neiu.edu/~circill/F669G.pdf</a></p>			
<p><b>Reference</b> Mushi, S. L. P. (2002). Acquisition of multiple languages among children of immigrant families: Parents' roles in the home-school language pendulum. <i>Early Child Development and Care</i>, 172, 517–530. Retrieved from <a href="http://www.neiu.edu/~circill/F669G.pdf">http://www.neiu.edu/~circill/F669G.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**Addressing the Needs of Latino Children: A National Survey of State Administrators of Early Childhood Programs**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study surveyed how state administrators are responding to the unique needs of young culturally and linguistically diverse Latinos. The findings illustrate current practices being used to serve Latino children and their families and aim to provide directions for future research as well as program planning.</p> <p><b>English</b> <b>Free</b></p>	Report	English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://delta.cpcc.edu/Members/BAS3120E/podcast2/NNExecSummary.pdf">http://delta.cpcc.edu/Members/BAS3120E/podcast2/NNExecSummary.pdf</a></p>			
<p><b>Reference</b> Buysse, V., Castro, D. C., West, T., &amp; Skinner, M. L. (2004). <i>Addressing the needs of Latino children: A national survey of state administrators of early childhood programs</i>. Executive Summary. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

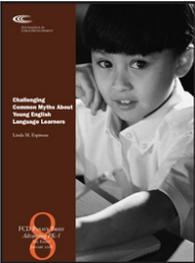
### Bilingual Acquisition

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses bilingual language acquisition and addresses some of the commonly expressed concerns of parents and childcare professionals about bilingual language acquisition in early childhood.</p> <p><b>English, Spanish</b> <b>Free</b></p>	Article	Language Development; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.colorincolorado.org/article/12916">http://www.colorincolorado.org/article/12916</a></p>			
<p><b>Reference</b> Genesee, F. (2006). <i>Bilingual acquisition</i>. Colorín Colorado. Retrieved from <a href="http://www.colorincolorado.org/article/12916">http://www.colorincolorado.org/article/12916</a>.</p>				
<p><b>Related Documents</b></p>				
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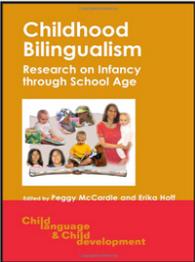
### Biliteracy of Preschool Immigrant Mexican Children with Dr. Iliana Reyes

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>In this podcast Dr. Betsy Baker, professor of Literacy Studies at the University of Missouri, interviews Dr. Iliana Reyes, Assistant Professor of Bilingual and Second Language Acquisition at the University of Arizona. Dr. Reyes discusses the biliteracy of preschool immigrant Mexican children. (Audio length is 15:35 min.)</p> <p><b>English</b> <b>Free</b></p>	Other Resource Type	Language Development; English Language Development	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.voiceofliteracy.org/posts/29769">http://www.voiceofliteracy.org/posts/29769</a></p>			
<p><b>Reference</b> Baker, E. A., &amp; Reyes, I. (2009). <i>Biliteracy of preschool immigrant Mexican children, with Dr. Iliana Reyes</i> [Audio podcast]. Retrieved from Voice of Literacy website: <a href="http://www.voiceofliteracy.org/posts/29769">http://www.voiceofliteracy.org/posts/29769</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Challenging Common Myths About Young English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief reviews research focused on dual language development and the impact of different instructional strategies for dual language learners. Using research and scientifically based evidence, the brief challenges common myths about dual language learning. It also illustrates the cognitive benefits of learning more than one language.</p> <p><b>English, Chinese</b> <b>Free</b></p>	Brief	Language Development; Literacy Knowledge & Skills	All	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners">http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners</a></p>			
<p><b>Reference</b> Espinosa, L. (2008). <i>Challenging common myths about young English language learners</i> (Review). FCD Policy Brief: Advancing PK-3, 8. New York, NY: Foundation for Child Development. Retrieved from <a href="http://www.fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf">http://www.fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf</a></p>				
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<p><b>Comments</b></p>				

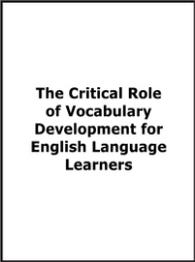
### Childhood Bilingualism: Research on Infancy through School Age

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>In this volume, researchers address multiple aspects of bilingual development in infants and children, including oral language perception and production and literacy.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.multilingual-matters.com/display.asp?sort=sort_date/d&amp;sf1=title_exact&amp;st1=childhoodbilingualism">http://www.multilingual-matters.com/display.asp?sort=sort_date/d&amp;sf1=title_exact&amp;st1=childhoodbilingualism</a></p>			
<p><b>Reference</b> McCardle, P. &amp; Hoff, E. (eds) (2006). <i>Childhood bilingualism: Research on infancy through school age</i>. Buffalo, NY: Multilingual Matters.</p>				
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<p><b>Comments</b></p>				

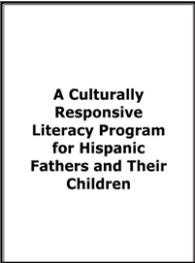
### Considerations for Future Research with Young Dual Language Learners (Research Brief #3)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief addresses issues that were raised in a meeting of national experts that was convened to identify gaps in the state of knowledge and methodological challenges in conducting research with dual language learners. The brief summarizes the key themes that emerged from the discussion and that reflect priorities for future research in this area.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%233%20-%20Considerations%20for%20Future%20Research_0.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%233%20-%20Considerations%20for%20Future%20Research_0.pdf</a></p>			
<p><b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Considerations for future research with young dual language learners</i> (Research Brief #3). The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.</p>				
<p><b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a></p>				
<p><b>Comments</b></p>				

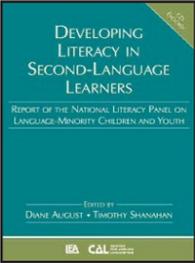
### The Critical Role of Vocabulary Development for English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article reviews research on effective practices for teaching vocabulary to dual language learners. It discusses approaches to building on the strengths of a child's first language, teaching cognates and basic words, and reviewing and reinforcing vocabulary. It also highlights which words to teach and the importance of teaching vocabulary within limited time constraints.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Health & Disabilities Staff; T/TA Providers	HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://macmillanmh.com/LAUSD_econsultant/rla/assets/papers/vocabdev_ell.pdf">http://macmillanmh.com/LAUSD_econsultant/rla/assets/papers/vocabdev_ell.pdf</a></p>			
<p><b>Reference</b> August, D., Carlo, M., Dressler, C., &amp; Snow, C. (2005). The critical role of vocabulary development for English language learners. <i>Learning Disabilities Research and Practice</i>, 20(1), 50–57. doi:10.1111/j.1540-5826.2005.00120.x</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### A Culturally Responsive Literacy Program for Hispanic Fathers and Their Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study examined a culturally responsive language and literacy program designed to help Hispanic fathers promote literacy skills through the use of a family’s language, culture, interests, and experiences. The study also discusses implications for future research and the involvement of fathers in literacy programs.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills; English Language Development	Families; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://jhh.sagepub.com/content/9/4/281">http://jhh.sagepub.com/content/9/4/281</a>			
<b>Reference</b> Saracho, O. N. (2010). A culturally responsive literacy program for Hispanic fathers and their children. <i>Journal of Hispanic Higher Education, 9</i> (24), 281–293. doi:10.1177/1538192710374234				
<b>Related Documents</b>				
<b>Comments</b>				

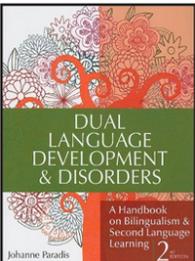
### Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 688-page book synthesizes, assesses, and analyzes research on the literacy development of second-language learners, bringing together the various perspectives of experts. It presents the findings in this crucial area of U.S. education today and highlights the need for further research in a number of key areas.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.cal.org/resources/pubs/developliteracy.html">http://www.cal.org/resources/pubs/developliteracy.html</a>			
<b>Reference</b> August, D., & Shanahan, T. (Eds). (2006). <i>Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth</i> . Mahwah, NJ: Lawrence Erlbaum Associates.				
<b>Related Documents</b> Executive Summary: <a href="http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf">http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf</a>				
<b>Comments</b>				

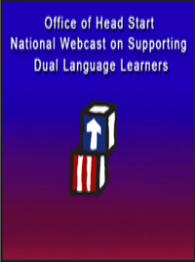
### Dual Language and Literacy Development of Spanish-Speaking Preschool Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigated the development of oral language and early literacy skills in a sample of bilingual preschoolers in Massachusetts and Maryland and a comparison group of monolingual preschoolers in Puerto Rico. Results indicated that the bilingual sample tended to lag behind their monolingual counterparts. Implications for education and future research are discussed.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0193397306001365">http://www.sciencedirect.com/science/article/pii/S0193397306001365</a>			
<b>Reference</b> Páez, M. M., Tabors, P. O., & López, L. M. (2007). Dual language and literacy development of Spanish-speaking preschool children. <i>Journal of Applied Developmental Psychology, 28</i> (2), 85–102. doi:10.1016/j.appdev.2006.12.007				
<b>Related Documents</b>				
<b>Comments</b>				

### Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 278-page book discusses current knowledge and research about typical and atypical dual language acquisition. It provides information on successfully understanding, diagnosing, and treating dual language learners with language delays and disorders. The impact of culture and the cognitive aspects of language acquisition are highlighted as well as discussions of theory, research, and clinical implications.</p> <p><b>English</b> <b>For Purchase</b></p>	Book	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; Education Staff; Health & Disabilities Staff; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.brookespublishing.com/store/books/paradis-70588/index.htm">http://www.brookespublishing.com/store/books/paradis-70588/index.htm</a>			
<b>Reference</b> Genesee, F., Paradis, J., & Crago, M. B. (2004). <i>Dual language development and disorders: A handbook on bilingualism and second language learning</i> . Baltimore, MD: Brookes				
<b>Related Documents</b>				
<b>Comments</b>				

### Dual Language Learning Institute Webcast

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This webcast introduces the Office of Head Start Dual Language Learning Institute held in 2008. It was created for Head Start employees who were unable to attend the institute. It introduces the links between dual language development and social-emotional development, cognitive development, literacy, and school readiness. The Webcast is presented in six parts.</p> <p><b>English</b> <b>Free</b></p>	Video	Physical Development & Health; Social & Emotional Development; Approaches to Learning; Language Development; Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm</a>			
<b>Reference</b> Office of Head Start. (2008). <i>Dual Language Learning Institute webcasts</i> [Webcast]. Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%20Learning%20Institute%20Webcast/DualLanguageLea.htm</a>				
<b>Related Documents</b>				
<b>Comments</b>				

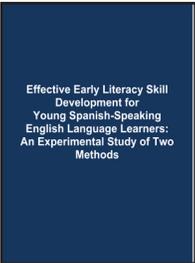
### Early Care and Education Quality Measures: A Critical Review of the Research Related to Dual Language Learners (Research Brief #5)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research literature about the use of quality measures for children ages birth to five in center-based and home-based settings who are dual language learners.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%235%20Qual%20Final%20Rvsvd%2010-31-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%235%20Qual%20Final%20Rvsvd%2010-31-11.pdf</a>			
<b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Early care and education quality measures: A critical review of the research related to dual language learners (Research Brief #5)</i> . The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.				
<b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a> . (An annotated bibliography for this brief is also available at this URL.)				
<b>Comments</b>				

### Early Dual Language Learning

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article addresses the erroneous belief that raising infants and toddlers bilingually confuses them, delays their development, and perhaps even results in reduced language competence. These concerns are described and refuted and suggestions are offered about dual language learning during the infant-toddler period.</p> <p><b>English</b> <b>Free</b></p>	Article		All	EHS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf">http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf</a></p>			
<p><b>Reference</b> Genesee, F. (2008). Early dual language learning. <i>Zero to Three</i>, 29(1), 17–23. Retrieved from Zero to Three website: <a href="http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf">http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### The Effect of Maternal Language on Bilingual Children’s Vocabulary and Emergent Literacy Development During Head Start and Kindergarten

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study examines the impact of maternal language and children’s gender on bilingual children’s vocabulary and emergent literacy development during 2 years in Head Start and kindergarten. The findings provide evidence that maternal usage of Spanish does not negatively affect children’s developing English vocabulary or emergent literacy abilities.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.tandfonline.com/doi/abs/10.1080/10888430902769541">http://www.tandfonline.com/doi/abs/10.1080/10888430902769541</a></p>			
<p><b>Reference</b> Hammer, C. S., Davidson, M. D., Lawrence, F. R., &amp; Miccio, A. W. (2009). The effect of maternal language on bilingual children’s vocabulary and emergent literacy development during Head Start and kindergarten. <i>Scientific Studies of Reading</i>, 13(2), 99–121. doi:10.1080/10888430902769541</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### The Effects of Bilingualism on Toddlers' Executive Functioning

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses a study of the performance of two-year-old dual language learners on a battery of executive functioning tasks. It reports that dual language learners significantly outperformed monolingual children on one measure of executive functioning, which illustrates the presence of a cognitive advantage to bilingualism, even at a very young age.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		All	EHS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0022096510002079">http://www.sciencedirect.com/science/article/pii/S0022096510002079</a></p>			
<p><b>Reference</b> Poulin-Dubois, D., Blaye, A., Coutya, J., &amp; Bialystok, E. (2010). The effects of bilingualism on toddlers' executive functioning. <i>Journal of Experimental Child Psychology</i>, 108(3), 567–579. doi:10.1016/j.jecp.2010.10.009</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Emergent Biliteracy in Young Mexican Immigrant Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on the relationship between biliteracy and growing up in a biliterate environment. The authors put forth a model of emergent biliteracy that may have implications for practice and future research.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	T/TA Providers	HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.4.4/abstract">http://onlinelibrary.wiley.com/doi/10.1598/RRQ.43.4.4/abstract</a></p>			
<p><b>Reference</b> Reyes, I., &amp; Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. <i>Reading Research Quarterly</i>, 43(4), 374–398. doi:10.1598/RRQ.43.4.4</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research (Research Brief #4)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research evaluating the effects of early care and education practices on the development and learning of dual language learners (DLLs) ages birth through five. The purpose of the review was to describe the nature of educational interventions used with DLLs and determine the effectiveness of specific approaches.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf</a></p>			
<p><b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Evaluating early care and education practices for dual language learners: A critical review of the research (Research Brief #4)</i>. The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.</p>				
<p><b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a>. (An annotated bibliography for this brief is also available at this URL.)</p>				
<p><b>Comments</b></p>				

### Expressive Vocabulary of German-English Bilingual Toddlers

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigated whether young children learning two languages simultaneously are inherently weaker language learners than their monolingual counterparts.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		T/TA Providers	EHS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://ajslp.asha.org/cgi/content/abstract/11/4/381">http://ajslp.asha.org/cgi/content/abstract/11/4/381</a></p>			
<p><b>Reference</b> Junker, D. A., &amp; Stockman, I. J. (2002). Expressive vocabulary of German-English bilingual toddlers. <i>American Journal of Speech-Language Pathology</i>, 11(4), 381–394. doi:10.1044/1058-0360(2002/042)</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Factors Associated with Development of Dual Language Learners: Results from a Secondary Analysis of the ECLS-B (Research Brief #8)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief describes findings from a secondary analysis of the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) addressing the cognitive, academic, and social development of dual language learners in relation to children’s home language, country of heritage, and maternal birthplace.</p> <p><b>English</b> <b>Free</b></p>	Brief		Education & Literacy Managers; T/TA Providers	All
<b>Research Type</b> Research	<b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%238%20SDA1%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%238%20SDA1%20Final%207-15-11.pdf</a>			
<b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Factors Associated with Development of Dual Language Learners: Results from a Secondary Analysis of the ECLS-B</i> (Research Brief #8). The University of North Carolina-Chapel Hill FPG Child Development Institute. Author.				
<b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a>				
<b>Comments</b>				

### Home Literacy Environments and Young Hispanic Children’s English and Spanish Oral Language: A Community Analysis

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the home literacy environment as it relates to children’s oral language outcomes. Results indicate that library use accounts for the greatest variance in English proficiency and that the extended family accounts for the greatest variance in Spanish proficiency. The article discusses implications for future research.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; Literacy Knowledge & Skills; English Language Development	Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://jei.sagepub.com/content/30/2/116.abstract">http://jei.sagepub.com/content/30/2/116.abstract</a>			
<b>Reference</b> Gonzalez, J. E., & Uhing, B. M. (2008). Home literacy environments and young Hispanic children’s English and Spanish oral language: A communality analysis. <i>Journal of Early Intervention, 30</i> (2), 116–139. doi:10.1177/1053815107313858				
<b>Related Documents</b>				
<b>Comments</b>				

**Issues in Conducting Research with Dual Language Learners:  
Summary from Listening Sessions (Research Brief #1)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief addresses issues that were raised in listening sessions to obtain information about the most pressing needs related to the early care and education of dual language learners (DLLs). The brief focuses on five issues that were raised related to challenges in conducting scientifically sound research on young DLLs' development and learning.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%231%20-%20Research%20Needs.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%231%20-%20Research%20Needs.pdf</a></p>			
<p><b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Issues in conducting research with dual language learners: Summary from listening sessions (Research Brief #1)</i>. The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.</p>				
<p><b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a></p>				
<p><b>Comments</b></p>				

**Language and Literacy Development in Dual Language Learners:  
A Critical Review of the Research (Research Brief #6)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research examining the developmental trajectories in language and literacy of DLLs birth to five, with the goal of identifying knowledge gaps and determining future research directions.</p> <p><b>English</b> <b>Free</b></p>	Brief		Education & Literacy Managers; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%236%20Lang%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%236%20Lang%20Final%207-15-11.pdf</a></p>			
<p><b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Language and literacy development in dual language learners: A critical review of the research (Research Brief #6)</i>. The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.</p>				
<p><b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a> (An annotated bibliography for this brief is also available at this URL.)</p>				
<p><b>Comments</b></p>				

### Language Maintenance and Loss in Preschool-Age Children of Mexican Immigrants: Longitudinal Study

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on the Spanish language usage of ten preschool children over the course of 3 years. Results indicated that children in the language-loss group exhibited more grammatical errors and tended to use more English with family members and peers, while children from the language-maintenance group performed better on Spanish vocabulary and language tasks.</p> <p><b>English, Spanish</b> <b>For Purchase</b></p>	Article	English Language Development	T/TA Providers	HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cdq.sagepub.com/content/28/1/4">http://cdq.sagepub.com/content/28/1/4</a></p>			
<p><b>Reference</b> Guiberson, M. M., Barrett, K. C., Jancosek, E. G., &amp; Itano, C. Y. (2006). Language maintenance and loss in preschool-age children of Mexican immigrants: Longitudinal study. <i>Communication Disorders Quarterly</i>, 28(1), 4–17.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Language Skills That Relate to Literacy Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This book chapter by researchers Catherine Snow and Patton Tabors synthesizes research on the relationship of language to literacy. For example, it describes how the sounds of language relate to writing and how vocabulary relates to word recognition. It also provides advice to teachers on how to emphasize intentionally the elements of language and literacy in their classrooms.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://store.tpress.com/0807732796.shtml">http://store.tpress.com/0807732796.shtml</a></p>			
<p><b>Reference</b> Snow, C. E., &amp; Tabors, P. O. (1993). Language skills that relate to literacy development. In B. Spodek &amp; O. Saracho, (Eds.), <i>Language and literacy in early childhood education: Yearbook in early childhood education</i>, 4. New York: Teachers College Press.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Low-Income Latino Mothers' Booksharing Styles and Children's Emergent Literacy Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigated the relation between mothers' booksharing styles and children's language and literacy development among a sample of Head Start children. The study identifies three types of booksharing styles that seem to be predictive of literacy development, and it discusses suggestions and implications for culturally appropriate practice, policy, and family literacy.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.sciencedirect.com/science/article/pii/S0885200609000192">http://www.sciencedirect.com/science/article/pii/S0885200609000192</a></p>			
<p><b>Reference</b> Caspé, M. (2009). Low-income Latino mothers' booksharing styles and children's literacy development. <i>Early Childhood Research Quarterly</i>, 24(3), 306–324 doi:10.1016/j.ecresq.2009.03.006.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This paper provides a framework for understanding and supporting first and second language development among the children in Migrant and Seasonal Head Start programs. It provides detailed information on questions about the first and second language acquisition process and key factors that foster language development, and it discusses implications for learning experiences and programs.</p> <p><b>English</b> <b>Free</b></p>	Report	Language Development; English Language Development	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
<p><b>Research Type</b> Evidence-based Practice</p>	<p><b>Source</b> <a href="http://www.eric.ed.gov/PDFS/ED500795.pdf">http://www.eric.ed.gov/PDFS/ED500795.pdf</a></p>			
<p><b>Reference</b> Stechuk, R. A. &amp; Burns, S. M. (2005). <i>Making a difference: A framework for supporting first and second language development in preschool children of migrant farm workers</i>. AED Center for Early Childcare and Education. Retrieved from <a href="http://www.aed.org/Publications/upload/MakingaDifference1.pdf">http://www.aed.org/Publications/upload/MakingaDifference1.pdf</a></p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

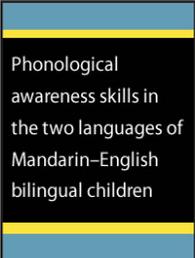
**Measuring Growth in Bilingual and Monolingual Children’s English Productive Vocabulary Development: The Utility of Combining Parent and Teacher Report**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This longitudinal study examines growth in the English productive vocabularies of bilingual and monolingual children between the ages 24 to 36 months and explores the utility and validity of supplementing parent reports with teacher reports to improve the estimation of children’s vocabulary.</p> <p><b>English</b> <b>For Purchase</b></p>	Article		Education & Literacy Managers; T/TA Providers	EHS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01350.x/abstract">http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01350.x/abstract</a>			
<b>Reference</b> Vagh, S. B., Pan, B. A., & Mancilla-Martinez, J. (2009). Measuring growth in bilingual and monolingual children’s English productive vocabulary development: The utility of combining parent and teacher report. <i>Child Development</i> 80(5), 1545–1563. doi:10.1111/j.1467-8624.2009.01350.x				
<b>Related Documents</b>				
<b>Comments</b>				

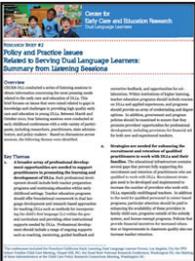
**Meeting the Home Language Mandate: Practical Strategies for All Classrooms**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses practical strategies for supporting the home language of dual language learners in the classroom.</p> <p><b>English</b> <b>Free</b></p>	Article	Approaches to Learning; Language Development; Literacy Knowledge & Skills; English Language Development	Families; Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Community Partners; T/TA Providers	HS; MSHS
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/meetingthelanguage.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/meetingthelanguage.pdf</a>			
<b>Reference</b> Nemeth, K. (2009). Meeting the home language mandate: Practical strategies for all classrooms. <i>Young Children</i> , 64(2), 36–42.				
<b>Related Documents</b>				
<b>Comments</b>				

### Phonological Awareness Skills in the Two Languages of Mandarin-English Bilingual Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>Phonological awareness skills in the two languages of Mandarin-English bilingual children</p> <p>This study compares Mandarin-English bilingual children’s performance on phonological awareness tests with that of Mandarin monolingual children and English monolingual children. The study discusses the effects of bilingualism on phonological awareness in both languages of bilingual children.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Language Development; English Language Development	T/TA Providers	HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://informahealthcare.com/doi/abs/10.3109/02699200903532508">http://informahealthcare.com/doi/abs/10.3109/02699200903532508</a>			
<b>Reference</b> Marinova-Todd, S. H., Zhao, J., & Bernhardt, M. (2010). Phonological awareness skills in the two languages of Mandarin-English bilingual children. <i>Clinical Linguistics &amp; Phonetics</i> , 24(4-5), 387–400. doi:10.3109/02699200903532508				
<b>Related Documents</b>				
<b>Comments</b>				

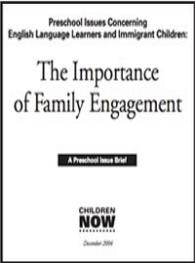
### Policy and Practice Issues Related to Serving Dual Language Learners: Summary from Listening Sessions (Research Brief #2)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>Center for Early Care and Education Research—Dual Language Learners</p> <p>Research Brief #2 Policy and Practice Issues Related to Serving Dual Language Learners: Summary from Listening Sessions</p> <p>This brief addresses issues that were raised in listening sessions to obtain information about the most pressing needs related to the early care and education of dual language learners (DLLs). The brief focuses on five themes that were raised related to gaps in knowledge among practitioners and families about how to support young DLLs’ development and learning.</p> <p><b>English</b> <b>Free</b></p>	Brief		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<b>Research Type</b> Evidence-based Practice	<b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20-%20Policy%20-%26%20Practice%20Needs.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20-%20Policy%20-%26%20Practice%20Needs.pdf</a>			
<b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Policy and practice issues related to serving dual language learners: Summary from listening sessions (Research Brief #2)</i> . The University of North Carolina-Chapel Hill FPG Child Development Institute: Author.				
<b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a>				
<b>Comments</b>				

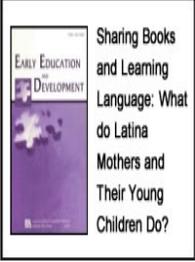
### Preschool Children's Help to Second Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of social interaction between native speakers and dual language learners in the second language acquisition process. The article also discusses gender differences and individual characteristics as they may affect social interaction in preschool. Finally, the article highlights numerous implications for developing a multicultural classroom.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; English Language Development	Families; Education Staff	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.ncela.gwu.edu/files/rcd/BE020259/Pre_School_Children.pdf">http://www.ncela.gwu.edu/files/rcd/BE020259/Pre_School_Children.pdf</a>			
<b>Reference</b> Hirschler, J. A. (1994). Preschool children's help to second language learners. <i>Journal of Educational Issues of Language Minority Students</i> , 14, 227–240.				
<b>Related Documents</b>				
<b>Comments</b>				

### Preschool Issues Concerning English Language Learners and Immigrant Children: The Importance of Family Engagement

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief reviews research on the importance of family involvement during children's early years. It discusses the benefits of family involvement and the different forms it can take. It highlights some of the challenges in implementing family involvement activities and offers research-based strategies for helping programs overcome barriers. Implications for policy and practice are also discussed.</p> <p><b>English</b> <b>Free</b></p>	Brief		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf">http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf</a>			
<b>Reference</b> Naughton, S. (2004). <i>Preschool issues concerning English language learners and immigrant children: The importance of family engagement</i> . (An Issue Brief Series: Children Now). Retrieved from <a href="http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf">http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf</a>				
<b>Related Documents</b>				
<b>Comments</b> Family engagement strategies suggested in this brief may also be useful to Early Head Start and American Indian/Alaska Native Head Start programs.				

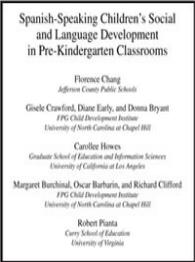
### Sharing Books and Learning Language: What Do Latina Mothers and Their Young Children Do?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study investigates the book-sharing behaviors of Latina mothers in relation to their children’s vocabulary. It explores the types of sharing behaviors that mothers exhibit when looking at a book with their child and the behaviors that are associated with expressive language development. The study highlights implications for interventions.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Literacy Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS; MSHS
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://dx.doi.org/10.1207/s15566935eed1504_2">http://dx.doi.org/10.1207/s15566935eed1504_2</a></p>			
<p><b>Reference</b> Boyce, L. K., Cook, G. A., Roggman, L. A., Innocenti, M. A., Jump, V. K., &amp; Akers, J. F. (2004). Sharing books and learning language: What do Latina mothers and their children do? <i>Early Education and Development</i>, 15(4), 371–382. doi:10.1207/s15566935eed1504_2</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

### Social-Emotional Development of Dual Language Learners: A Critical Review of the Research (Research Brief #7)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief summarizes a review of research examining the literature on social-emotional trajectories of dual language learners (DLLs) birth to five. The purpose of the review was to identify the state of knowledge about the unique aspects of social-emotional development for young DLLs.</p> <p><b>English</b> <b>Free</b></p>	Brief		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf</a></p>			
<p><b>Reference</b> Center for Early Care and Education Research—Dual Language Learners. (2011). <i>Social-emotional development of dual language learners: A critical review of the research</i> (Research Brief #7). The University of North Carolina-Chapel Hill FPG Child Development Institute, Author.</p>				
<p><b>Related Documents</b> This is part of a series of research briefs from CECER-DLL: <a href="http://cecerdll.fpg.unc.edu/document-library">http://cecerdll.fpg.unc.edu/document-library</a> (An annotated bibliography for this brief is also available at this URL.)</p>				
<p><b>Comments</b></p>				

### Spanish-Speaking Children’s Social and Language Development in Pre-Kindergarten Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes a study that examined the social and language development of 345 Spanish-speaking prekindergarteners who attended programs that varied widely in how much Spanish was spoken in the classroom by the teacher.</p> <p><b>English</b> <b>For Purchase</b></p>	Article	Social & Emotional Development; Language Development; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	HS; MSHS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.tandfonline.com/doi/abs/10.1080/10409280701282959#preview">http://www.tandfonline.com/doi/abs/10.1080/10409280701282959#preview</a>			
<b>Reference</b> Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M., Barbarin, O., Clifford, R., & Pianta, R. (2007). Spanish-speaking children’s social and language development in pre-kindergarten classrooms. <i>Early Education and Development 18</i> (2), 243–269. doi:10.1080/10409280701282959				
<b>Related Documents</b>				
<b>Comments</b>				

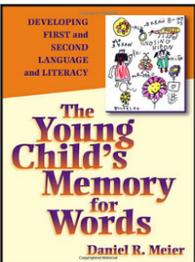
### Two-Way and Monolingual English Immersion in Preschool Education: An Experimental Comparison

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes an experimental study that compared the effects of dual language and monolingual English immersion preschool education programs on children’s learning. Programs were compared on measures of children’s growth in language, emergent literacy, and mathematics.</p> <p><b>English</b> <b>Free</b></p>	Article	Language Development; Literacy Knowledge & Skills; Mathematics Knowledge & Skills; English Language Development	Directors & Managers; Education & Literacy Managers; T/TA Providers	HS; MSHS; AIAN HS
<b>Research Type</b> Research	<b>Source</b> <a href="http://www.plan4preschool.org/documents/two-way.pdf">http://www.plan4preschool.org/documents/two-way.pdf</a>			
<b>Reference</b> Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. <i>Early Childhood Research Quarterly 22</i> (3), 277–293. doi:10.1016/j.ecresq.2007.03.003				
<b>Related Documents</b>				
<b>Comments</b>				

**Vocabulary Development of English-Language and English-Only Learners in Kindergarten**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 20-page article discusses the effectiveness of a vocabulary intervention using storybook read-alouds. Results show that teaching vocabulary through storybooks may be a successful strategy for dual language learners. The article highlights implications for practice and professional development.</p> <p><b>English</b> <b>Free</b></p>	<p>Article</p>	<p>Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>Education &amp; Literacy Managers; Education Staff; T/TA Providers</p>	<p>HS; MSHS; AIAN</p>
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.uww.edu/conteduc/camps/otherevents/Docs/Papers/Silverman%202007.pdf">http://www.uww.edu/conteduc/camps/otherevents/Docs/Papers/Silverman%202007.pdf</a></p>			
<p><b>Reference</b> Silverman, R. D. (2007). Vocabulary development of English-language and English-only learners. <i>The Elementary School Journal</i>, 107(4), 365–385.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

**The Young Child’s Memory for Words: Developing First and Second Language and Literacy**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 160-page book focuses on effective, research-based strategies to help teachers improve the language and literacy skills of dual language learners. It discusses practical guidelines as well as innovations and ideas for strengthening skills and promoting a love of literacy.</p> <p><b>English</b> <b>For Purchase</b></p>	<p>Book</p>	<p>Language Development; Literacy Knowledge &amp; Skills; English Language Development</p>	<p>Education &amp; Literacy Managers; Education Staff</p>	<p>All</p>
<p><b>Research Type</b> Research</p>	<p><b>Source</b> <a href="http://www.tpress.com/">http://www.tpress.com/</a></p>			
<p><b>Reference</b> Meier, D. R. (2004). <i>The young child’s memory for words: Developing first and second language and literacy</i>. New York, NY: Teachers College Press.</p>				
<p><b>Related Documents</b></p>				
<p><b>Comments</b></p>				

## Technical Notes

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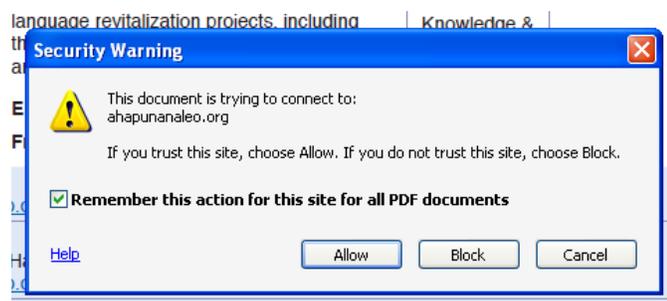
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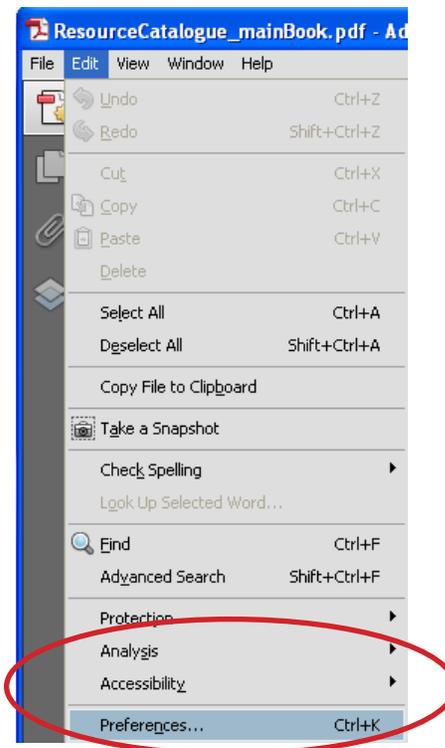
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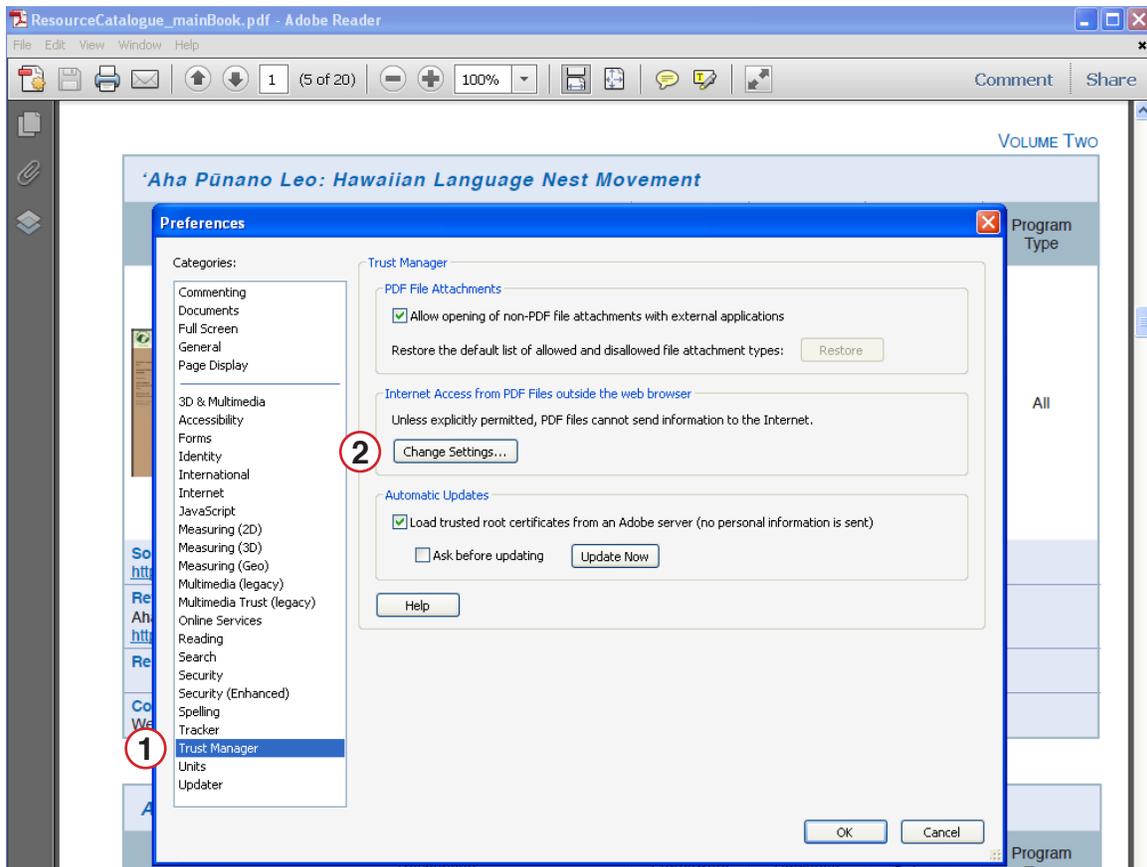
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