



Building Skills in Two Languages Suggested Resources

Espinosa, L. (2013, November). *Early education for dual language learners: Promoting school readiness and early school success*. Washington, D.C: Migration Policy Institute. <http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>

This report gives an overview of children in the U.S. who are dual language learners and features of early childhood programs that are effective in supporting them.

Magruder, E., Hayslip, W., Espinosa, L., & Matera, C. (2013, March). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*. 8–15.
http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Magruder_0313_0.pdf

Strategies to personalize oral language learning and improve teaching practices for dual language learners are featured in this article.

One America: With Justice for All. (n.d.) *Speak your language! Bilingualism is a skill and an asset*.
<http://weareoneamerica.org/speak-your-language>

This mini-poster shares the benefits of learning more than one language and is designed to encourage families to speak their home languages with their children. The one-pager is available in English and more than 20 other languages.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *The Benefits of Being Bilingual*. Washington, D.C.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/benefits-of-being-bilingual.pdf>

This sheet gives an overview of the benefits of being bilingual.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Classroom Language Models: A Leader's Implementation Manual*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf>

This document describes different classroom language models to use with young children who are bilingual. It emphasizes a program-wide approach, lists goals and teaching practices for each model, and describes criteria in choosing an effective model.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Dual Language Learner Toolkit*. Washington, D.C.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

This toolkit provides resources for early childhood educators, program administrators, and families to use to support children learning more than one language.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Gathering and Using Language that Families Share*. Washington, D.C.



<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/hl-gathering-using-language-information.pdf>

This document highlights effective questions about language to ask families of children learning multiple languages.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *The Gift of Language*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/gift-of-language.pdf>

This sheet is for families to learn the benefits of continuing to use their home language with their child.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Including Children's Home Languages and Cultures*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-childrens-home-languages.pdf>

This tip sheet gives ideas for ways that teachers can support children's home languages in the classroom.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Inviting and Supporting Cultural Guides and Home Language Models*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-supporting-cultural-guides-language-models.pdf>

Teachers can find tips for finding and using cultural guides and home language models in the classroom.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Strategies for Supporting All Dual Language Learners*. Washington, D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>

This article shares strategies for early childhood educators in working with young children learning more than one language and partnering with their families. It includes vignettes describing different dual language learners and effective approaches to supporting their language skills and learning.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Supporting English Language Development When Children Have Little Experience with English*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-supporting-english-language-development.pdf>

This tip sheet lists strategies for teachers and caregivers supporting children who are learning English.

U.S. Department of Health and Human Services, U.S. Department of Education. (2016, June 2). *Policy statement on supporting the development of children who are dual language learners in early childhood programs*. https://www.acf.hhs.gov/sites/default/files/ecl/dll_policy_statement_final.pdf

This policy statement gives recommendations to support dual language learners in early childhood programs.