
Accessible and Responsive Literacy Instruction: Grade-Specific Recommendations for Multilingual Learners in Illinois

Preschool

Key Developmental Characteristics

By age three, most children have developed complex means of using language and other means to convey their ideas, needs, and wants to others. However, as with other domains of early development, young children may differ substantially regarding the language/communicative skills they bring to the preschool classroom, depending on individual differences and the linguistic practices prevalent in their families and communities.

In other words, normative language development during the preschool years is non-linear, variable, dynamic and driven by the relationships these children have with peers and adults.

By age 3, vocabulary may span from a relatively small number of words to several hundreds. For those children who are growing up bilingually, it is important to take into account their home language plus their English vocabulary if pertinent.

There are several important developmental and learning considerations that apply to preschoolers growing up bilingually or multilingually.

- One is the degree of exposure to home language(s) and English that a preschooler has had. Simultaneous bilinguals/multilinguals, that is children who have been exposed to the home language(s) and English since very early, show a more balanced language development in all their languages.
- Sequential bilinguals/multilinguals, or child whose exposure to their home languages has been more extensive than their exposure to a second language (in many cases English), may evidence a 'silent period' at the start of their exposure to the second language, followed by so called telegraphic or formulaic speech in the new language, before they achieve a more complex use of the new language.
- Additionally, it is not uncommon for bilingual multilingual young children to have language-specific vocabularies that are attached to the different contexts where each language is more prevalently used. For example, a child may know the names of household items in their home language, while they may use English to name items encountered in other contexts.
- In any case, most emergent young emergent bilinguals/multilinguals, independently of whether simultaneous or sequential, learning any additional language(s) will always draw from the knowledge their other language(s) they may already have, making it important for adults to intentionally maximize children's awareness of the contrasts and similarities among the languages the child is being exposed to.



Age-Appropriate Teaching and Learning Practices for Preschool

The age-appropriate classroom practices with emergent bilingual/multilingual preschoolers will depend on the language goals of the classroom and/or program.

For example, is the goal for the children to continue to develop bilingually or multilingually and support biliteracy? Is English language development with home language support the objective? Another key consideration is the language goals of the family.

Independently of which language goal is being pursued in the classroom or program, there are several broad principles that apply to any preschool classroom:

- Know, understand, and use family language and literacy practices. For example, if the child's family has a rich oral language tradition, use oral storytelling to ground exposure to text.
- Purposefully organize your curriculum, classroom routines and classroom environment to engage children in the contextualized use of languages.
- Encourage sociodramatic play which builds upon the child's funds of knowledge eg. you can't play what you don't know
- Expand the child's language but avoid direct corrections.
- Engage in the same activity (i.e. table game or puzzle, read-alouds) more than once but using different languages.
- Use patterns, repetitions, and routine utterances to enhance comprehension
- Prefer an approach to curriculum that maximizes language used in context (project approach/thematic approach)



Consider what kinds of demands the classroom activity is making on the young emergent bilinguals and provide adequate supports.

Type of Demand	Considerations and Questions	Suggestions
Cognitive	How much of the activity centers on understanding ideas and concepts being communicated through oral or written language, images, gestures or movements?	<ul style="list-style-type: none"> • Aim to connect new ideas to prior knowledge. • If oral or written communication is using a language the child is not yet fully proficient in, include visuals or movements to support understanding.
Linguistic	What is implicit in the activity regarding language: Does the activity require producing language? Understanding language? Both? Learning new vocabulary?	<ul style="list-style-type: none"> • Supports may include: <ul style="list-style-type: none"> ○ Introducing new vocabulary in advance ○ Connecting new words with images, gestures, or movements ○ Encouraging children to use all their linguistic resources including gestures and drawings. ○ Using the home language to support understanding.
Interactional/ Socio-emotional	What is the social structure or grouping where the activity is taking place? Large or small group? With peers or adults? Both? What are the children’s degree of familiarity or comfort with each other? With the adults? Are the other children and/or adults bilingual/multilingual?	<ul style="list-style-type: none"> • As a general principle, large groups may be more intimidating for young emergent bilinguals/multilinguals, particularly if they are in the ‘silent period’ of adding a new language to their repertoires. • It is therefore important to try to minimize the interactive or socioemotional demands attached to a particular activity, particularly when the other types of demands, such as cognitive or linguistic, are relatively high.
Attentional/ Physical	How long are the children expected to be fully engaged in the activity? Does the activity offer opportunities to move?	<ul style="list-style-type: none"> • Balance the duration of the activity with the weight of the other demands. • Make individual accommodations as needed



Guidelines

Linguistically and Culturally Responsive Learning Environment

Social Emotional Well-Being

Language is central to emotional expression, building strong relationships with others, conflict management, and building self-confidence. The socio-emotional development of emergent bilinguals/multilinguals is distinct from that of monolingual English speakers: the community language is closely connected to the emergence of a healthy identity. It is important for young multilingual learners to hear their languages in the classroom to help them continue to build their identities. Bilingualism/multilingualism has been associated with stronger adaptation to new social situations, earlier development of theory of mind, and ease of building relationships with others different from oneself.

Key Concepts	Applications
Build students' confidence and interpersonal skills in multiple languages and modalities across a variety of cultural contexts.	<ul style="list-style-type: none">Plan for use of multiple communication modes (pictures, books, actions, role-playing) during SEL activities that incorporate all linguistic repertoiresEncourage the use of multimodal ways by children (pictures, books, actions, role-playing) to express emotions and ideas appropriately across classroom and school contexts using all linguistic repertoires.Encourage the use of translanguaging for children to feel affirmed when expressing their emotions

Family and Community Connections

Family and community connections are vital for emergent bilinguals, providing crucial home language support, cultural identity, and consistent reinforcement of academic concepts learned in school. These connections foster stronger biliteracy, higher academic achievement, and a sense of belonging, empowering children to maintain their home languages while developing English proficiency. By building trust and partnerships, educators can access valuable insights into students' backgrounds and create a supportive learning environment that bridges home and school. (Breiseth, 2023; Sudduth et al, 2025; Cuba et al, 2024)

Key Concepts	Applications
Build meaningful partnerships with families to support their children's biliteracy and multiliteracy development, grounded in families' own goals.	<ul style="list-style-type: none">View each family's literacy routines, as simple as bedtime stories, oral storytelling, or shared reading, as valuable foundations for emergent literacy. Honor these practices as essential assets in your classroom approach.Make explicit connections between what families do at home and classroom activities (E.g., reference a family's tradition of singing lullabies in another language when teaching song-based phonological awareness during circle time).Invite families to literacy nights or story-sharing events using their home languages (E.g., A "Cuentos y Cultura" evening where families read and share stories in both English and heritage languages and co-create a multilingual book display).



	<ul style="list-style-type: none"> • Offer workshops (in families’ preferred languages) on how to support reading, writing, and multilingual literacy at home (e.g., demonstrate interactive reading strategies using bilingual big books, or share take-home literacy kits including decodable readers and comprehension prompts in multiple languages) • Invite families to share personal narratives, cultural traditions, or experiences, using a variety of media formats, from oral storytelling and paper drawings to short videos or photo slideshows (e.g., a child’s family records a short audio clip of a folk tale in their home language, which the teacher plays during morning meeting).
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Classroom Physical Space and Routines

In bilingual or multilingual early childhood classrooms, a thoughtfully designed physical environment and predictable routines are crucial for creating security, fostering language development, encouraging children to use all of their linguistic resources and modalities, and promoting social-emotional development.

A welcoming, culturally responsive physical space with accessible learning materials in the languages present in the classroom, with an emphasis on the target language(s) provides scaffolding for bilingual/multilingual learners, while well-established routines establish a sense of stability, reduce anxiety, and give children the confidence to explore, interact, and participate actively in language-rich activities drawing from the whole of their linguistic and cultural funds of knowledge. (Harrison, 2025; TEA, n.d.)

Key Concepts	Applications
<p>Create a dynamic learning environment that supports collaboration, multilingual communication, and multimodal expression (linguistic, visual, gestural, spatial, audio).</p>	<ul style="list-style-type: none"> • Arrange for flexible grouping. Organize desks, tables, and floor space to easily support one-on-one adult-child interactions, child-child pairs, small collaborative groups, and whole-class activities (E.g., cluster desks in groups of 3-5 for peer dialogue and establish cozy reading/role-play corners for adult-guided storytelling). • Celebrate multilingual student work by displaying children’s creations—drawings, charts, recordings—in all classroom languages and across varied media (paper, digital, audio). This reinforces that all modes of expression and languages are valued equally. • Reflect cultural diversity through materials. Include books, posters, artifacts, music, and visual resources that reflect the real-world languages and cultures of your students and families to cultivate a sense of identity, belonging, and relevancy in learners. • Embed emergent literacy supports by providing intentional print and symbol-based resources: multilingual labels, print-rich learning centers, picture-supported instructions, and audio stations. • Design distinct areas where children can jointly explore and communicate through multiple modalities (E.g., <i>Drawing & Writing Center</i>: with paper, markers, multilingual vocabulary walls, and recording tools; <i>Storytelling & Drama Corner</i>: outfitted with puppets, costumes, and microphones; <i>Audio-Visual Station</i>: for recording oral narratives or playing verbal prompts during small-group interactions).



Oracy Development and Linguistic Interaction

Emergent Relationship between Oral Language and Reading/Writing/Drawing

At this stage, children interact with print based on their previous experiences. Teachers should actively build upon these experiences by deepening children’s understanding of the connections among oral language, reading, and drawing/writing. It is also important to draw on children’s relationship with print across languages to highlight potential connections between children’s languages. Children should be encouraged to express their ideas through drawing and role play while simultaneously supporting their emerging print awareness.¹

Key Concepts	Applications
Develop emergent literacy skills across multiple languages and formats.	<ul style="list-style-type: none">• Emphasize the relationship between oral language and symbols, using playful activities that reinforce those connections (E.g., after a group oral story, children recreate the story with drawings and a few written labels).• Acknowledge children’s literacy discoveries (E.g., celebrate when a child notices that her name Marta sounded the same as her friend’s name Martha, but that the letters were different as she looked at name cards during attendance (Kirk & Clark, 2005).• Intentionally display meaningful print in the languages used in the classroom (E.g., bilingual helper charts, labels on bins, captions on children’s artwork).• Playfully encourage children to notice similarities and differences. Encourage developmental writing as well as conventional spelling (E.g., invite scribbles, letter-like shapes, and invented spelling alongside correct forms), as this approach builds print awareness, letter-sound knowledge, and writing confidence.• Read the same book in different languages, targeting specific literacy objectives (e.g., practice sequencing events by comparing story order across languages, explore character traits, connect illustrations to background knowledge, vocabulary across languages, and compare cognates and non-cognates between languages).• Use authentic contexts where children dictate and act out their ideas (E.g., after a gardening activity, children dictate a weather chart or show-and-tell explanation and then dramatize planting routines).
Enhance oral comprehension skills through multiple formats and languages.	<ul style="list-style-type: none">• Conduct read-alouds using books in various formats (big books, small books, wordless books, books written by children and or caregivers, class books, lap books), bilingual texts, books in the children’s home language(s) and videos to support comprehension across all languages.

¹ Note on Developmental Appropriateness

- Encourage invented spelling and scribbling to reflect thought.
- Do not require copying letters or full words at this stage; children learn more by experimenting than by mimicking.



	<ul style="list-style-type: none"> • Use visual aids, realia/props, to support comprehension across languages. • Select a comprehension objective/or objectives for many of the read-alouds. • Encourage children to retell and re-create stories in play and drawings to demonstrate understanding. • Focus on different purposes when intentionally rereading stories multiple times and in different languages, including highlighting cross linguistics connections across the child’s linguistic repertoires. • Apply the principles of dialogic reading to some of your read-alouds and use texts in different languages to encourage the child to become the storyteller.
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Engagement and Interaction

Rich interactions are vital in early childhood bilingual classrooms, with adult-child interactions building fundamental language skills, cognitive development, and emotional security, while child-child interactions foster social skills like communication, empathy, and the development of bilingualism through peer-to-peer learning and play. Together, these interactions create a supportive environment that promotes language acquisition and overall development for bilingual children. (Nemeth, 2025).

Key Concepts	Applications
<p>Promote active use of multiple languages and communication modes in a variety of contexts and with a variety of linguistic partners.</p>	<ul style="list-style-type: none"> • Implement interactive activities that encourage students to express ideas verbally, visually, and kinesthetically (E.g., Turn and Talk; ask students to draw their thoughts; act out concepts with movement; or use hands-on tools). Use these strategies to highlight cross linguistic connections. • Intentionally plan activities that encourage young children to communicate across languages and modalities. • Purposely provide many opportunities for peer interaction throughout the day in different kinds of activities, including routines. • Create multiple daily opportunities for free and guided play with supports (E.g., props, peers, books). • Teachers scaffold language during play to support interactions and higher-level play in all classroom centers. • Teacher-child interactions incorporate open-ended questions in all the child’s languages.



Translanguaging Practices

In the early childhood bilingual classroom, translanguaging acts as a pedagogical tool that empowers young learners by validating and leveraging their entire linguistic repertoire to deepen understanding, foster critical thinking, and promote a positive bilingual identity. By permitting children to flexibly combine their home languages and English for communication and learning, translanguaging bridges learning gaps, enhances engagement, and creates a more inclusive environment that values students’ diverse experiences and assets (Bryson, 2023; Xu & Salmon, 2025).

Key Concepts	Applications
Leverage students’ full linguistic and multimodal abilities.	<ul style="list-style-type: none"> Teachers should intentionally and clearly identify the language of instruction they are using based on the language allocation plan and program model used in the preschool . However, it is important to encourage children to use all their languages and literacy skills fluidly, across the day, with different communication partners, and modes of communication. Encourage translanguaging practices in classroom discussions, activities, and projects across multiple formats and contexts. Follow the lead of children as they develop translanguaging skills to scaffold the emergence of their unique linguistic abilities.

Literacy Instructional Practices, Curriculum, and Assessment

Enhance Literacy Development Across Content Areas (language arts, math, science, social studies, social emotional, physical and the arts)

Integrating content areas supports bilingual early childhood classrooms by fostering language development and cultural understanding through meaningful contexts. Strategies include using bilingual materials, such as books and visual aids, for various subjects, teaching “anchor words” that activate prior knowledge, and creating multilingual displays that promote a sense of belonging. By intentionally weaving both languages and cultures into daily routines and lessons across subjects like art, math, and social studies, educators create a holistic, inclusive learning environment where children are empowered to build on their strengths and develop both languages simultaneously (Domke & Serrato, 2024; Nnoli, 2024; Oliva-Olson et al, 2019).

Key Concepts	Applications
Integrate students’ cultural backgrounds and multiple literacy forms into instruction.	<ul style="list-style-type: none"> Use culturally diverse texts and resources that reflect students’ cultural and linguistic experiences. Incorporate cultural artifacts and bilingual resources into lessons, the environment, and play centers. Design activities that encourage students to create and share props for play, signs, self-authored books, and other child-created products.
Intentionally develop emergent literacy throughout the day	<ul style="list-style-type: none"> Integrate emergent literacy experiences with science, social studies, and math using multilingual and multimedia resources.



<p>during routines, group time, center time, gross motor time, and different content areas and communication modes.</p>	<ul style="list-style-type: none"> • Use thematic units that promote exploration/inquiry across multiple disciplines and multilingual materials to develop language and metalinguistic awareness and content knowledge. • Engage students' curiosity through the use of a Wonder Wall and inquiry-based exploration to develop language, literacy, and content knowledge. • Encourage students to create projects and develop play scenarios using all their linguistic and communicative resources.
<p>Use authentic performance-based assessments of biliteracy and multiliteracy development across different domains (speaking, listening, emergent reading, and writing across domains) to scaffold and strengthen connections across children's learning and development.</p>	<ul style="list-style-type: none"> • Use observations and other kinds of documentation to identify levels of emergent literacy performance. • Use formative assessments in all the child's languages to inform instruction and provide targeted support. • Differentiate instruction to meet the diverse linguistic, academic, and multimodal needs of the students. • Apply a linguistically appropriate lens when considering assessment tools eg. early identification screeners

Materials

In bilingual early childhood classrooms, materials provide language input, support vocabulary and concept development in both languages, and create a culturally inclusive learning environment. These resources, which should include bilingual books and classroom labeling, artifacts representing children's cultural backgrounds, and multi-sensory manipulatives, help bridge the gap between home and school languages, foster a deeper understanding of different cultures, and support the well-being and academic success of dual language learners. (Havens, 2023; Kambel & Tadjman, 2025).

Key Concepts	Applications
<p>Create a literacy-rich environment that incorporates multiple formats and languages.</p>	<ul style="list-style-type: none"> • Develop a classroom library with books and multimedia resources in multiple languages. • Use visual aids, realia, digital displays, and children-created content to create a multimodal literacy environment. • Incorporate literacy in all centers through hands-on activities in multiple languages.



Enhance Biliteracy Development and Crosslinguistic Connections

Key Concepts	Applications
Oracy use in all the students' languages	<ul style="list-style-type: none"> In teacher led activities, be explicit about which language you are using. Use Dialogic Reading prompts to support students' oral language development as they respond to the book in Read Alouds (Dialogic Reading: An effective way to read aloud with children. https://www.readingrockets.org/topics/early-literacy-development/articles/dialogic-reading-effective-way-read-aloud-young-children)
Concepts about Print	<ul style="list-style-type: none"> Use the same book in two languages to learn about similarities and differences in letters, words, punctuation e.g. the title of a book in Spanish is longer than the one in English. Compare how texts are read; top to bottom or bottom to top, left to right Use labels in two colors to denote languages to provide environmental print for children to use regularly.
Phonological Awareness	<ul style="list-style-type: none"> Provide lots of listening practices with songs, rhymes, poems, chants in English and children's languages. Children may have had fewer opportunities to hear English sounds and require many practice opportunities. Play games identifying sounds that are the same and those that are different eg. Find Someone Who with pictures. Explicitly addressing sounds that don't exist or are different across languages y e.g. l/r in Japanese, b/v in Spanish
Alphabet and writing	<ul style="list-style-type: none"> Use children's names to explore letters and sounds and pronunciation across 2 languages (start with those that are same and then introduce those that are different when developmentally appropriate for individual children. Use daily schedule to compare and contrast print Use dictation and shared writing using invented spelling and encouraging children to use all their linguistic assets.
Comprehension and Background knowledge	<ul style="list-style-type: none"> Use read alouds on multiple days in two languages to build vocabulary, explore cognates, answer comprehension questions, develop 'role play reading' skills Read multiple books about the same theme to build vocabulary, oral language and comprehension. Engage students in comparing similarities and differences between the different books. Use bilingual class books written together and placed in the library corner for repeated readings.



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FAQs

Guidance for Supporting Emergent Bilingual Preschoolers in Early Literacy

Emergent bilingual preschoolers—children who are developing proficiency in English while continuing to grow in their home language—bring unique strengths to early learning environments. High-quality early literacy practices must intentionally build on these strengths while addressing the challenges of learning to read across languages. The following guidance responds to common questions educators may have when working with this population.

- **Should children first learn to read in their home language or in English?**
Research shows that strong literacy skills in a child’s home language support English literacy development. Early instruction should affirm and leverage the home language while gradually building English skills.
- **Does learning two languages at once confuse or delay reading development?**
No. Bilingualism does not cause delays. Children may mix languages or have uneven skills across them, but this is a normal part of development and not a sign of confusion.
- **How do oral language skills support early reading?**
Oral vocabulary, narrative skills, and listening comprehension are foundational. Instruction should prioritize meaningful conversations, story retelling, and rich vocabulary exposure in both languages.
- **What strategies help emergent bilinguals connect spoken language to print?**
Use visuals, gestures, and repeated readings of culturally relevant texts. Pair spoken words with print in both English and the home language when possible.
- **Should teachers use translation or focus only on English?**
Strategic use of the home language supports comprehension and concept development. Teachers should provide cross-language connections and preview content and vocabulary in home language before English instruction rather than relying solely on translation.
- **How do we introduce letter knowledge for children unfamiliar with the English alphabet?**
Connect alphabet instruction to meaningful experiences. Acknowledge similarities and differences between the English alphabet and children’s home language writing systems.
- **How do we scaffold storybook reading?**
Use interactive read-alouds with questions, props, and dramatization. Preview key vocabulary before reading and revisit stories multiple times to deepen comprehension.
- **How can families support literacy if they don’t speak English?**
Encourage parents to read, tell stories, and sing songs in their home language. Language-rich interactions in any language strengthen the child’s literacy foundation.
- **Should families read in the home language?**
Yes. Reading in the home language builds comprehension skills, vocabulary, and positive attitudes toward literacy that transfer to English reading.
- **How do we build school–family partnerships?**
Provide resources and workshops in families’ home languages. Value parents as partners by recognizing their



cultural and linguistic knowledge.

- **How should we assess literacy skills fairly?**
Use assessments that capture growth in both English and the home language. Bilingual oral retellings can provide information about children’s progress in language and comprehension. Avoid over-reliance on English-only tools, which may underestimate skills.
- **How do we distinguish between language acquisition and learning difficulties?**
Monitor progress over time in both languages. Seek input from families about language use at home. Delays across both languages may signal a concern; uneven progress is often typical for bilingual learners.
- **How do we create a supportive environment?**
Display books, labels, and signs in both English and home languages. Include culturally relevant materials and encourage children to share their identities and stories.
- **How do we ensure equitable access to literacy instruction?**
Provide differentiated supports based on language proficiency, not lower expectations. Professional development should prepare teachers to recognize and build on bilingual strengths.

Resources

Selected Online Resources on the Research and Practice of Teaching Multilingual Preschoolers

Addendum to California Department of Education- Dual Language Learner (DLL) Support

Technical support, guidance, frequently asked questions (FAQs), and resources for the identification, reporting, and support of dual language learners in the California State Preschool Program (CSPP).

<https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp>

Dialogic Reading: An effective way to read aloud with children.

<https://www.readingrockets.org/topics/early-literacy-development/articles/dialogic-reading-effective-way-read-aloud-young-children>

Head Start

These resources offer information and guidance on the needs of children who are acquiring two or more languages at the same time or are learning a second language while developing their first.

<https://headstart.gov/browse/tag/dual-language-learners>

Intercultural Developmental Research Association (IDRA)

An independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college. Access to its resource requires submitting a name and an email address.



Early Childhood Literacy Connections When Using Cognates

<https://www.idra.org/resource-center/early-childhood-literacy-connections-when-using-cognates>

Supporting Young Emergent Bilinguals: Tips from CUNY-NYSIEB

The ideas and examples we share in this resource draw on the expertise and years of experience of [the CUNY-NYSIEB support team](#), whose members have guided dozens of schools across New York State to develop best practices for Emergent Bilingual students, including those in early childhood programs. We draw on our core principles in all the work we do, which view bilingualism as a resource in education and support a multilingual ecology for the whole school.

<https://www.cuny-nysieb.org/translanguaging-resources/resources-for-work-with-particular-subgroups/young-emergent-bilinguals-tips-from-cuny-nysieb/>

Multilingual Learning Toolkit

The Multilingual Learning Toolkit is an online hub for research-based key principles, instructional strategies, and associated, free, practical, and easy-to-use resources that are geared towards educators who teach PreK-3rd Multilingual Learners. As the resource library continues to grow, make sure you stay connected for the latest updates by filling out the short sign-up form at the bottom of the page.

<https://www.multilingualllearningtoolkit.org/>

National Association for the Education of Young Children [NAEYC]- Welcoming and Supporting Dual Language Learners

Resources to support young children who are learning a second language while continuing to develop their home language.

<https://www.naeyc.org/resources/topics/dual-language-learners>

National Institute for Early Childhood Research -Dual Language Learners

Pioneering research to support Dual Language Learners, teachers, and families. Our work creates tools promoting linguistic & cultural diversity in education.

<https://nieer.org/impact-areas/dual-language-learners>

Quality Start Los Angeles-DLL Resources: Resources for Families

This website offers resources for families in multiple languages.

<https://qualitystartla.org/resources/resources-for-families/>

Sobrato Early Academic Language [SEAL]-Resources

From research to hands-on practices to engaging educational videos—brought to you by SEAL’s experts. This site includes strategies and insights for how to support Multilingual Learners, and all students, in the PK-8th classroom.

<https://www.seal.org/resources>



WIDA Early Language Development Standards

The WIDA Early Language Development Standards, available for English and Spanish language development, are designed for use with children ages 2.5–5.5 years old and correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development.

<https://wida.wisc.edu/resources/wida-early-language-development-standards>

WIDA-Teaching in PreK-3

Multilingual children learn and develop language across their home, community and pre-kindergarten through third grade settings. Children’s identities, experiences, environments, relationships, exposure to languages, and opportunities to use language all play key roles in their early language development.

WIDA promotes language and learning opportunities for young multilingual children by offering tools and resources for PreK-3 professionals.

<https://wida.wisc.edu/teach/early>