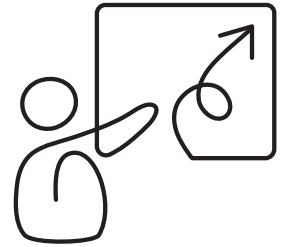


# What's Next for Curriculum & Instruction?

## THE NORTH STAR

PreK-3 programs serving dual language learners develop and implement approaches that include explicit goals for first and second language development and align with the Preschool Foundations, the Preschool Guidelines, and the English Language Development and Common Core State Standards for Language and Literacy.



KEY ■ Near-Term Opportunities ■ Longer-Term Opportunities

## NEAR-TERM OPPORTUNITIES

**ADVANCE** understanding of the development of English language proficiency.

**USE** the English Language Development Foundations/Standards to monitor growth towards English language proficiency during the PreK-3rd grade period to inform teaching practice.

**MONITOR** initial identification for accuracy and predictability.

**INCREASE** access to instructional resources focused on linguistic diversity.

**EXPAND** availability of curricular and instructional resources for teachers of young dual language learners.

**SEEK** funds for a hub that curates resources on different types of DLL and multilingual models used in the state and their associated outcomes.

**ADVOCATE** for stronger support and dissemination of current state guidance documents (e.g., Preschool Program Guidelines; Family Engagement Framework).

**ENGAGE** families.

**USE** Local Control Funding Formula (LCFF) family engagement funds to bring linguistically and culturally diverse family perspectives into classroom instruction and nurture home languages.

**DEVELOP** a cadre of diverse parent advocates to encourage greater language-focused instruction opportunities made possible through Proposition 58.

**READ MORE OPPORTUNITIES** →

## NEAR-TERM OPPORTUNITIES

**ENGAGE** families (CON'T.).

**CONDUCT** community education campaigns educating families about dual language education, their role in supporting home language development, and the benefits of bilingualism.

**CAPITALIZE** on state and federal policies favorable to PreK-3 integration.

**LEVERAGE** the opportunity for multilingual instruction that Proposition 58 opens to promote targeted conversations and local control planning processes for DLLs in PreK-3 settings.

**IDENTIFY** and promote opportunities within ESSA to strengthen preschool education within TK-12 programs.

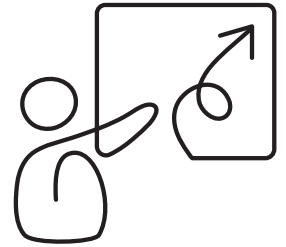
**SUPPORT** Prop 58 implementation with an eye to directing resources toward PreK-3 DLL instruction.



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## LONGER-TERM OPPORTUNITIES

**BUILD** PreK-3 continuity/articulation to support dual language learning.

**EXAMINE** the alignment of widely used PreK curricula and instructional approaches to those that are used in TK-3 for their effectiveness with DLLs/ELs.

**DEVELOP** or modify curricula for the PreK-3rd continuum that are developmentally and linguistically appropriate.

**DEVELOP** at the district, county, and state level, explicit philosophies to support dual language learning through a variety of models in a PreK-3 frame and dedicate resources to that end.

**ESTABLISH** normative profiles of bilingualism by examining how first and second language acquisition develop and influence each other over time.

**DEVELOP** within normative ranges time expectations for various components of first and second language acquisition (i.e., speaking, reading, writing) to inform pedagogical practice.

READ MORE OPPORTUNITIES →

## LONGER-TERM OPPORTUNITIES (CON'T.)

**EVALUATE** instructional models and curricula.

**SEEK** funds for studies that assess the effectiveness of different instructional models (English immersion; transitional programs; maintenance bilingual programs; and two-way immersion) used in PreK and TK settings.

**EXAMINE** the efficacy of curricula used with dual language learners.

