


**Supporting Multilingual Learners' Oral Language Development**

EARLY EDGE CALIFORNIA    MULTILINGUAL Learning Toolkit    SEAL

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**Welcome**




Patricia Montes Pate  
SEAL Program Coordinator

Cory Wechsler  
SEAL Program Coordinator

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**SEAL Mission**

To prepare all Dual Language Learners / English Learners in California to learn, thrive and lead.



Putting English Learners at the heart of our education system ensures all California kids get the opportunities they deserve.

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MULTILINGUAL Learning Toolkit

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### Instructional Topics

1) Family Engagement  
2) Home-School Partnerships  
3) Classroom Practices  
4) Oral Language Development  
5) Social-Emotional Learning  
6) Rigorous Classrooms  
7) Oral Language Development  
8) Addressing Language Barriers  
9) Content Learning  
10) Assessment  
11) Building Literacy Capacity

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### Multilingual Learning Toolkit

Partnering with Families to Affirm Children's Languages, Cultures and Identities  
March 2- English  
March 29- Spanish

Supporting Multilingual Learners' Oral Language Development  
April 21

Supporting Multilingual Learners' Home Language Development  
May 12

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### Agenda

- Welcome & Introductions
- Research on Dual Language Learners / English Learners
- Roles in Supporting Oral Language Development
- Instructional Practices & Strategies
- Close

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### Research on Preventing the Creation of Long-Term English Learners

1. Quality ECE makes a difference but isn't sufficient
2. Affirming, caring relationships & environments impact development, motivation, & participation in learning
3. Strong Home-School partnerships are essential
4. Home language is crucial
5. Oral language is the foundation
6. Language develops in context
7. Explicit focus on academic, complex language is critical.
8. Specially designed instruction is needed for DLLs to comprehend & participate


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### Language Development Skills



- Use language with increasingly complex words & sentences to communicate ideas or to describe people, objects or events
- Engage in multiple-exchange, focused conversations

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### Meeting the Language Needs of MLs

Supporting Young Children to Develop Oral, Complex, Precise Language


➔

Get the children talking & using the language!

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### Video: Complex Oral Language



**4A) Provide high-quality, responsive, and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges.**

13 RESOURCES AVAILABLE OPEN

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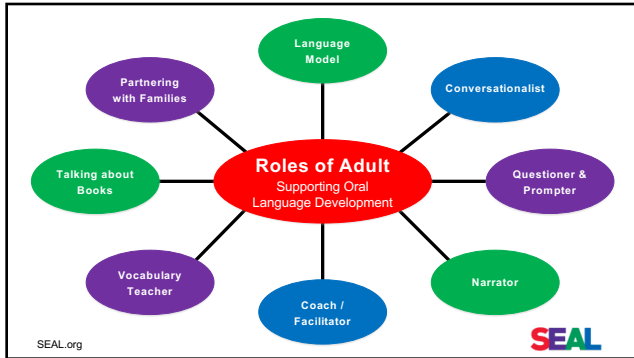
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### Roles of Adult in Supporting Oral Language Development / *Función del adulto en el apoyo del desarrollo de lenguaje oral*



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### Teacher-Child Interactions

- Engage in back-&-forth exchanges
- Repeat or extend children's responses
- Use advanced language
- Narrate own actions & children's actions
- Encourage children to talk more

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### Self-Reflection

**My Roles in Supporting Children's Oral Language Development**

<p><b>Language Model:</b> I am conscious of my role as a language model, being intentional about the expressiveness &amp; quality of language I use around children, thinking ahead about the vocabulary I want them to be hearing.</p>
<p><b>Conversationalist:</b> I regularly engage children in conversation &amp; help them maintain a conversation through multiple exchanges by responding &amp; asking new questions.</p>
<p><b>Questioner &amp; Prompter:</b> I ask a variety of types of questions (e.g., recall, open-ended, prediction, connections). I think ahead about prompts to use in specific centers, for specific activities &amp; ones related to the theme.</p>
<p><b>Narrator:</b> As we are engaged in learning activities, I speak out loud narrating what we are doing - giving words to the actions. I also think-aloud for children the things I am considering related to our work.</p>
<p><b>Facilitator:</b> I create opportunities &amp; support children to talk together, including Partner Talk, offering sentence "starters", setting up collaborative activities, etc.</p>
<p><b>Vocabulary Teacher:</b> I am thoughtful about the vocabulary I want children to learn &amp; use, &amp; then use instructional strategies to teach that vocabulary "in context" - including sketches, photos, hands-on experiences, gestures, etc.</p>
<p><b>Talking about Books:</b> I select books with wonderful language &amp; engage children in talking about them. For many read-alouds, I identify key useful vocabulary &amp; pre-plan how I will give meaning to those words &amp; engage children with that vocabulary. I pre-plan prompts &amp; questions to engage children in talking about the books (e.g., recall, summarizing, predicting, connecting).</p>
<p><b>Partnering with Families:</b> I partner with families regarding their crucial roles in oral language development &amp; home language development.</p>

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### Teaching Complex Academic Vocabulary & Language / Enseñanza de vocabulario y lenguaje académico y complejo

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### Research on Preventing the Creation of Long-Term English Learners

1. Quality ECE makes a difference but isn't sufficient
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3. Strong Home-School partnerships are essential
4. Home language is crucial
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7. Explicit focus on academic, complex language is critical.
8. Specially designed instruction is needed for DLLs to comprehend & participate

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### Oral Language Development

**Overarching Strategy:** Provide language-rich environments to support each language.

**Overarching Strategy:** Provide explicit vocabulary instruction in each language.

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### Why Thematic Instruction?

- Provides **rich context**
- Gives **language purpose**
- Engages children in **complex thinking & sophisticated use of language**

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### Videos: Integrated Thematic Unit Preschool & Third Grade

4) Oral Language Development

4e) Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from the focus of study and incorporate them in instruction.

28 RESOURCES AVAILABLE

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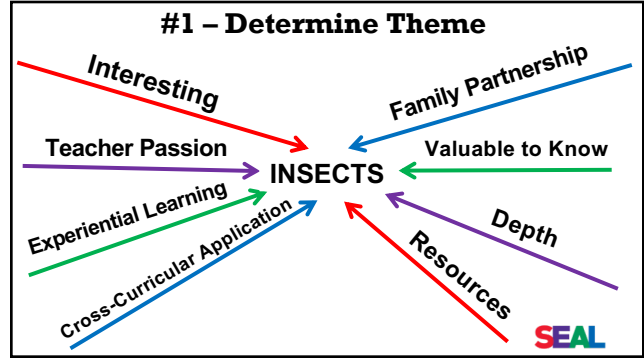
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## 5 Steps to Intentional Planning

1. Determine **Theme**
2. Identify Learning **Foundations** / Content **Standards**
3. Build **Background Knowledge**
4. Identify **Language** of the Unit
5. Plan Instructional **Practices & Strategies**

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### #2 – Identify Learning Foundations / Content Standards

**Life Science: Properties & Characteristics of Living Things**

1.1 Identify characteristics of a greater variety of animals & plants & demonstrate an increased ability to categorize them.

1.2 Indicate greater knowledge of body parts & processes in humans & other animals.

**Life Science: From Molecules to Organisms: Structures & Processes**

K-LS1-1 Use observations to describe patterns of what plants & animals (including humans) need to survive.

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### #3 – Build Background Knowledge

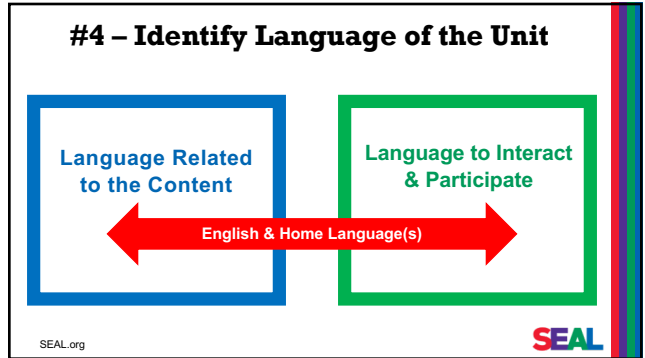
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### #3 – Build Background Knowledge Dual Language Programs

**In Target Language Too!**

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### Language Related to the Content

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Type of Insect	Characteristics	Actions	Habitat	Diet
Honeybee	<ul style="list-style-type: none"> <li>Head, thorax, abdomen</li> <li>Yellow &amp; black stripes</li> <li>4 Whigs</li> <li>Sacs on hind legs</li> </ul>	<ul style="list-style-type: none"> <li>Collect pollen &amp; nectar</li> <li>Swarm</li> <li>Produce honey</li> </ul>	<ul style="list-style-type: none"> <li>Hives</li> <li>Trees</li> <li>Meadows</li> <li>Flowers</li> </ul>	<ul style="list-style-type: none"> <li>Pollen</li> <li>nectar</li> </ul>
Ladybug	<ul style="list-style-type: none"> <li>Head, thorax, abdomen</li> <li>Red wings with black spots</li> <li>Elytra</li> </ul>	<ul style="list-style-type: none"> <li>Eat aphids</li> <li>Loveliness</li> <li>Hibernate</li> </ul>	<ul style="list-style-type: none"> <li>Under logs</li> <li>In fields</li> </ul>	<ul style="list-style-type: none"> <li>aphids</li> </ul>

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## Language to Interact & Participate

**Life Science: Properties & Characteristics of Living Things**  
 1.1 Identify characteristics of a greater variety of animals & plants & demonstrate an increased ability to categorize them.  
 1.2 Indicate greater knowledge of body parts & processes in humans & other animals.

**Life Science: From Molecules to Organisms: Structures & Processes**  
 K.CS.1.1 Use observation & animals (include)

Type of Insect	Characteristics	Actions	Habitat	Diet
Honeybee	<ul style="list-style-type: none"> <li>Head, thorax, abdomen</li> <li>Yellow &amp; black stripes</li> <li>8 wings</li> <li>Sacs on hind legs</li> </ul>	<ul style="list-style-type: none"> <li>Collect pollen &amp; nectar</li> <li>Swarm</li> <li>Produce honey</li> </ul>	<ul style="list-style-type: none"> <li>Hives</li> <li>Trees</li> <li>Meadows</li> <li>Flowers</li> </ul>	<ul style="list-style-type: none"> <li>Pollen</li> <li>Nectar</li> </ul>
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**Description**  
 The *insect* is \_\_\_\_.  
 The *insect* has \_\_\_\_.  
 The \_\_\_\_ *insect* can \_\_\_\_ and \_\_\_\_.

**Compare & Contrast**  
 The *insect* #1 and the *insect* #2 both have \_\_\_\_.  
 A *insect* #1 has \_\_\_\_ while a *insect* #2 has \_\_\_\_.  
 Unlike the *insect* #1, the *insect* #2 has \_\_\_\_.

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**Description**  
 The *insect* is \_\_\_\_.  
 The *insect* has \_\_\_\_.  
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	Characteristics	Actions	Habitat	Diet
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## Supporting Children’s Home Language

**Partnering with Families to Affirm Children’s Languages, Cultures & Identities**

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## Supporting Children’s Home Language

**1) Family Engagement**

**LEARN**

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### Supporting Children's Home Language(s)

honeybee abeja ong mật	ladybug mariposa bọ rùa	<b>insect</b> insecto côn trùng	butterfly mariposa bướm bướm	ant hormiga con kiến
<b>Characteristics</b> Características nét đặc trưng	<b>Action</b> Acción hoạt động	<b>Habitat</b> Hábitat môi trường sống		

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### Meeting the Language Needs of MLs

**Access to Content & Language Related to Content**

- Hands-on, Tangible Experiences
- Visuals & Realia
- Gestures
- Repetition
- Labeling

**Opportunities to Interact & Participate & Use Language**

- Socio-Emotional Needs
- Process Content & Tasks

← English & Target Language →

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### Research on Preventing the Creation of Long-Term English Learners

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8. Specially designed instruction is needed for DLLs to comprehend & participate

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### #5 – Plan Instructional Strategies & Practices

Observation Pictures

Use of Visuals - Draw, Tell, & Label

Chants & Songs

**Insects All Around**

Look up and around you.  
You'll find them everywhere.  
Ladybugs and butterflies,  
Buzzing bees up in the sky.  
They're tiny little ants.  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.

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**PRINCIPLE 2** INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS


**Observation Pictures /  
Imágenes de observación**



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### Observation Pictures



4) Oral Language Development [LEARN](#)

4e) Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from the focus of study and incorporate them in instruction.

28 RESOURCES AVAILABLE [OPEN](#)

4f) Explicitly teach words through multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures, drawings).

34 RESOURCES AVAILABLE [OPEN](#)


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### At the Beginning of the Unit



What do you see?  
What do you think this is?  
What do you wonder?  
What should we find out about?

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### Throughout the Unit

- What do you see?
- What can you tell me about this picture?
- Tell me what you've learned about this insect.
- Tell me about the characteristics of the ladybug.

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**PRINCIPLE 2** INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

### Draw, Tell & Label / Dibujar, Decir y Rotular

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### Draw, Tell, & Label

4) Oral Language Development

4E) Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from the focus of study and incorporate them in instruction.

26 RESOURCES AVAILABLE OPEN

4F) Explicitly teach words through multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures, drawings).

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### Draw, Tell, & Label

Direct teaching of high-level vocabulary & concepts

- brain compatible
- makes it comprehensible

Teacher models language

Children get to practice

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### Draw, Tell, & Label

#### Simple

#### More Complex

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### Key Points for Design

Information matches headings on Planning Grid

- color-coding is used to chunk information

Type of Insect	Characteristics	Actions	Habitat	Diet
Honeybee	<ul style="list-style-type: none"> <li>Head, thorax, abdomen</li> <li>Yellow &amp; black stripes</li> <li>4 wings</li> <li>Stings on hind legs</li> </ul>	<ul style="list-style-type: none"> <li>Collect pollen &amp; nectar</li> <li>Swarm</li> <li>Produce honey</li> </ul>	<ul style="list-style-type: none"> <li>Trees</li> <li>Meadows</li> <li>Flowers</li> </ul>	<ul style="list-style-type: none"> <li>Pollen</li> <li>Nectar</li> </ul>
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### Key Points for Design

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### Key Points for Design

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### Implementation, Day 1

Teacher-guided instruction, direct teaching of vocabulary & concepts

**Draw:** Trace image with marker

**Tell:** Narrate as you are tracing

- using PFCs and Realia,
- Choral Response: "Say it with me!"
- Think-Pair-Share with oral sentence frames

**Label:** Write key words with marker

- draw line from word to image
- be sure you are saying the word as you write the label

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### Implementation, Day 2

Opportunity to review, reteach, & deepen children's understanding

Review: Reprocess information using 2<sup>nd</sup> set of PFCs & Realia

- continue with Choral Response & Think-Pair-Shares

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### Supporting Children's Home Language

Spanish = mariquita  
 Chinese = 瓢蟲  
 Punjabi = ਮਰੂ ਮੱਢੀ

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### Dual Language Classrooms

Week 1                      Week 2 or 3

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### Dual Language Classrooms

Week 1                      Week 2 or 3

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**PRINCIPLE 2** INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

### Content-Based Chants / Cantos y poemas sobre materias

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### Content-Based Chants

4) Oral Language Development

4D) Incorporate songs, rhymes, and chants in each language, and connect them to content learning.

10 RESOURCES AVAILABLE

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### Why Chants and Songs?

Children **love** singing & chanting

**Practice** content vocabulary in context

Develops young children's **phonemic awareness**

**Oral patterning & repetition** make information retrievable



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### Content-Based Chants & Songs

**3 - 5** chants / songs per theme

- pick **familiar tunes**
- embed **concepts & vocabulary**
- make sure the **rhythm** works
- developmentally appropriate **length**
- think about **gestures** you'll use



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### Start with Familiar Tune



Twinkle, twinkle little star.  
How I wonder what you are.  
Up above the world so high.  
Like a diamond in the sky.  
Twinkle twinkle little star.  
How I wonder what you are.

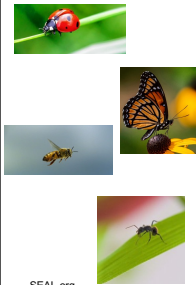


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### Content-Based Chants & Songs



#### Insects All Around

Original Author Unknown  
Tune: Twinkle, Twinkle Little Star

Ladybugs and butterflies,  
Buzzing bees up in the sky.  
Teeny, tiny little ants,  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.

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## Las abejas

Por Araceli Fonseca y Patricia Montes Pate *Melodía: De colores*




Las abejas,  
Las abejas luciendo sus rayas  
y alas transparentes.

Van volando,  
Van volando en busca de flores,  
en busca de polen.

Lo transportan,  
Lo transportan con sacos de polen  
que tienen aquí.

Y a la vez polinizan las flores de muchos  
colores, que me gustan a mí.  
(2x)


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## Supporting Multilingual Learners' Oral Language Development

### Using Integrated Thematic Instruction



#### 5 Steps to Intentional Planning

1. Determine **Theme**
2. Identify Learning **Foundations / Content Standards**
3. Build **Background Knowledge**
4. Identify **Language** of the Unit
5. Plan Instructional **Practices & Strategies**

Observation Pictures

**Insects All Around**  
Original Author: Unknown  
Source: Unknown, Unknown Date

Ladybugs and butterflies,  
Buzzing bees up in the sky.  
Creepy, tiny little ants,  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.

Draw, Tell, & Label

Content-Based Songs & Chants

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# Thank You! ¡Gracias!







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