



# Supporting Dual Language Learners RFTS

## Classroom Readiness Checklist

Preschool & Pre-K

More and more children in classrooms across our country today are raised in homes where a language other than English is spoken. We call these children **dual language learners (DLLs) because they are learning and developing in two (or more) languages, their first language and English.** Dual language learners are the fastest growing segment of the school population. As teachers and program leaders, we must keep up with this changing landscape and address the educational and developmental needs of ALL children, including DLLs. The foundation you provide to dual language learners and all children will greatly impact their development and well-being.

The more you know about the development of dual language learners and how to support their language and culture, the more confident you will feel in your interactions with them and their families, so you can work together to build a strong foundation for language and literacy, one that takes into account their culture and heritage. Young children are very capable of learning more than one language at the same time and bilingualism has great benefits for children in all areas of development. Supporting the first language and culture of dual language learners is a must. You can do this, even if you do not speak the child's first language!

This checklist is intended to help you and your program prepare to serve dual language learners and their families effectively. You can use it to assess your current practices, policies, and procedures and to reflect on areas where you might want to grow or acquire new skills. Use this tool as a guide for completing the final sections of your Classroom Language Plan. It can also serve as a tool to identify strengths and areas for improvement, establish program goals, track improvement efforts, and plan professional development opportunities.

The Checklist is divided into the following sections:

Language and Cultural Awareness

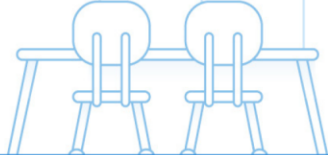
Physical Environment (Visuals and Learning Materials)

Teacher/Child Interactions and Instruction

Planning

As you complete the checklist, consider the following:

- *What conclusions can you make about your areas of strengths? Needs?*
- *What actions will you take as a result?*
- *How can you include families and other community members in your decision making and actions?*



	YES	NOT YET	Action Plan
<b>LANGUAGE AND CULTURE AWARENESS</b>			
<i>We take time to learn more about DLLs and their families.</i>			
All families complete a <i>Family Language and Culture Survey</i> .			
Based on the surveys, we complete a <i>Classroom Language Plan</i> , and use this information to identify existing and needed resources to make the classroom ready for DLLs.			
We are aware of each child's language, culture, and country of origin.			
We use the acquired knowledge and information obtained to make classroom/program ready and welcoming for DLLs and their families.			
<b>PHYSICAL ENVIRONMENT</b>	YES	NOT YET	Action Plan
<i>We create an environment that welcomes all.</i>			
<b>Visuals</b>			
Photographs of the children and families are visible throughout the classroom.			
Welcome signs and messages in the different languages are present (in classroom and throughout site).			
Picture schedule is posted and labeled in English and other languages of the children.			
Cognate charts reflecting similarities between languages are visible.			
Children's artwork with labels and dictation in first languages is visible.			
<b>Learning Materials</b>			
Books (self-made or other) with authentic images (photos) reflect the culture(s) of the children and families.			
Books in children's first languages are present.			
Music/songs/ rhymes/ in the children's first languages and reflective of their culture are included.			
Real or realistic materials, e.g., dolls, menus, magazines, clothing, food packaging, cooking utensils, and tools in the dramatic play area reflect the children's languages and cultures.			
Art supplies from different cultures are available in art area.			
Manipulatives, e.g., puzzles, reflect the classroom's cultural and linguistic diversity.			
Writing center contains writing models and materials that reflect the children's different languages.			
<b>TEACHER/CHILD INTERACTIONS AND INSTRUCTIONAL SUPPORTS</b>	YES	NOT YET	Action Plan
Teachers engage with children throughout the day in meaningful back and forth conversations, in English and first languages.			
Rich vocabulary, including focus words, is used by teachers in English and first language.			
Teachers make consistent connections between English and the child's first language.			

All language used by children (English and first language) is acknowledged and valued by teachers.			
Teachers provide additional wait time for children responses.			
Teacher builds on children's responses.			
If there is a bilingual teacher in classroom, he/she uses the first language intentionally for instructional purposes.			
Props, gestures, and visuals are used consistently to support meaning (during conversations, transitions, stories, large and small group activities)			
Teacher, staff member, volunteer, or parent reads books to children in their first language			
Teacher(s) scaffolds/supports language. Examples ( <i>at least two are observed</i> ): <ul style="list-style-type: none"> <li>- <input type="checkbox"/> Asks simple yes/no questions or questions with limited choices, e.g., is it ____ or ____?</li> <li>- <input type="checkbox"/> Models answer for child</li> <li>- <input type="checkbox"/> Provides a phonemic clue</li> <li>- <input type="checkbox"/> Uses gestures</li> <li>- <input type="checkbox"/> Uses first language</li> <li>- <input type="checkbox"/> Uses visuals (diagram, chart, picture).</li> <li>- <input type="checkbox"/> Uses props, materials, or objects</li> <li>- <input type="checkbox"/> Other _____</li> </ul>			
<b>PLANNING</b>	<b>YES</b>	<b>NOT YET</b>	<b>Action Plan</b>
Evidence of intentional grouping for small group instruction with individual language needs of children in mind.			
Evidence of intentional grouping for small group instruction to provide opportunities for same-language speakers to interact.			
Evidence of an integrated curriculum around an anchor book – activities throughout the day tie back to the book.			