# ECE Dual Language Research Articles:
## Identification of Pertinent Articles and Vignettes
## For PROMISE Initiative Preschools

**Title**: *Identity Text and Literacy Development Among Preschool English Language Learners: Enhancing Learning Opportunities for Children at Risk for Learning Difficulties*

**Authors:**   Judith Bernhard, Jim Cummins, F. Isabel Campoy, Alma Flor Ada, Adam Winsler, Charles Bleiker

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| KEY | A Strength 3 | Limited Mention 2 | Not Addressed 1 |
|---|---|---|---|

| Relevance of Research | Notes/Evidence | 3 | 2 | 1 |
|---|---|---|---|---|
| Research pertains specifically to infants and toddlers, ages 0 to 3 | EAP included children from infancy to age 6. (p. 2389) | X | | |
| Research pertains specifically to preschool aged children, ages 3 to 5 | Pretest:  average age 37.3 months. Posttest: average age 48.4 months. (p. 2389) | X | | |
| Research pertains specifically to children raised within a home language environment other than English  L1: Spanish or Haitian Creole | Principle #5 EAP promotes the development of bilingualism. (p. 2385) | X | | |
| Research pertains specifically to children raised within a dual language home environment:  L1: Spanish or Haitian Creole  L2: English | Principle #5 EAP promotes the development of bilingualism. (p. 2385) | X | | |
| Research pertains to language minority children with special needs | Discusses prevention of misidentification for learning disabilities from lack of bilingual programs. Principle #5 EAP promotes the development of bilingualism. (p. 2383) | X | | |
| Research contains model programs for dual language preschools | Early Authors Program (EAP) promotes the development of bilingualism. (p. 2385) | X | | |
| Research addresses issues of assessment for children learning two languages | • Study includes randomly selected sample with control group and experimental group in evaluation sample.  Method is described and data presented for study. • Individual assessment for children 30 months or older: | X | | |

| | | X | | |
|---|---|---|---|---|
| Research addresses issues of assessment for children learning two languages | • Study includes randomly selected sample with control group and experimental group in evaluation sample. Method is described and data presented for study.<br>• Individual assessment for children 30 months or older:<br>• LAP-D: Learning Accomplishment Profile – Diagnostic Edition and<br>• *PLS-R: Preschool Language Scale – Revised Fourth Edition. (p. 2392)<br>• Administered in English or Spanish, dependent on child's dominant language as determined by teacher.<br>*Skills tapped by the PLS-R at all ages are considered important precursors for literacy development (Armbruster, Lehr, and Osborn, 2001). p. 2392<br>• Teacher-reported child literacy skills<br>• Early Steps in Reading Success (ESRS) survey – 2 sections;<br>    o Instructional practices<br>    o Literacy environment checklist<br>• Literacy Specialist Interviews. p. 2393<br>• Improvement in language and literacy scores. (p. 2399) | X | | |
| Research provides a framework compatible to the PROMISE Core Principles | 8 core principles derived mainly from Freire's philosophy of transformative education (Freire, 1970). Also Bransford, Brown and Cocking's *How People Learn* model (1999) and Cummins' *Academic Expertise* framework (2000). | X | | |
| Other | • Improvement in language and literacy scores. (p. 2399) | X | | |

**ECE Dual Language Research Articles:**
**Viewing Through the Lens of PROMISE Core Principles**

**Title**: *Identity Text and Literacy Development*
*Among Preschool English Language Learners:*
*Enhancing Learning Opportunities for Children at Risk*
*for Learning Difficulties*

| Recommended for PROMISE Preschool Resource Guide |
|---|
| Yes __X__ |
| No _____ |

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| KEY | A Strength 3 | Limited Mention 2 | Not Addressed 1 |
|---|---|---|---|

| PROMISE Vision & Core Principles | Notes/Evidence | 3 | 2 | 1 |
|---|---|---|---|---|
| **LEARNING ENVIRONMENT:**<br>• **Enriched and affirming learning environment** | Principle #1: learner-based transformative approach that stresses positive identity building and is rooted in the awareness of the social context of the child and the value of family ties. (p. 2384)<br>Principle #3: EAP emphasizes the equality of all human beings.<br>Principle #4: EAP positively values diversity and inclusion.<br>(p. 2385) | X | | |
| **CURRICULUM and INSTRUCTION:**<br>• **Challenging and relevant curriculum,**<br>• **appropriate instructional materials, and**<br>• **effective instructional practices** | Principle #2 encourages students and educators to develop a critical stance in relation to social reality and pedagogy.<br>(p. 2384)<br>Principle #8 recognizes that the way students are positioned in relation to the teacher, to other students, and to the learning community in general can affect their identity investment and cognitive engagement.<br>(p. 2387) | X | | |
| • Challenging and Relevant Curriculum | • Principle #6: EAP emphasizes the importance of aesthetic experiences in the learning process.<br>• Principle #7: EAP emphasizes meaning and deep understanding.<br>(p. 2386)<br>• Use of home languages in bookmaking component. (p. 2390) | X | | |
| • High Quality Instructional Resources | Bookmaking component: p. 2390<br>• Classrooms equipped with computers, digital cameras, color printers and a laminator used to support literacy initiatives.<br>• Students as protagonists. | X | | |

| | | X | | |
|---|---|---|---|---|
| • High Quality Professional Preparation and Support | Specialist and Assessor Training (p. 2391). | X | | |
| **FAMILY:** <br> • **Powerful family engagement** | • Principle #1 encourages educators to recognize and use the wealth of knowledge (cultural capital) that both children and family members can bring with them to the school setting. (pp. 2383-2384) <br> • Family meetings (p. 2391). | X | | |
| **ASSESSMENT:** <br> • **Valid and comprehensive assessment** | • Dependent measures and assessments; results, pp. 2392 – 2399. <br> • Improvement in language and literacy scores (p. 2399). | X | | |
| Exemplar for PROMISE Preschool? | Yes: <br> Early Authors Program (EAP), Miami-Dade County, Florida | X | | |