

Essential Elements for Teaching

Essential Elements	Always	Sometimes	Never
Educators use home languages whenever possible for comforting children or in urgent or new situations. Educators use positive and caring body language.			
When educators do not know the home language, they use English to comfort children, with special attention to positive and caring body language.			
Educators use English to initiate all their interactions and do not switch languages randomly.			
Educators teach vocabulary in English, scaffolding with gestures, demonstrations, toys, and real objects.			
When children initiate interactions in English, educators respond in English, even if they know the children's home language.			
When children initiate interactions in the home language, educators who know the language respond in the home language and expand in English.			
Educators supplement large-group reading by reading the same books in English in small groups, using preview-view-review.			
Educators schedule small-group time to give children more opportunities to practice talking.			

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Educators actively facilitate play, using scripted dramatic play to promote language learning.			
When children use English, educators respond with encouraging words and actions.			
Educators explicitly acknowledge the different languages spoken in the classroom.			
Educators provide intentional opportunities to talk, read, and write throughout the day.			
When home-language instruction is feasible, it is coordinated with the English curriculum and offered on a predictable schedule. For example, the same book is read and discussed in the home language in a small group.			