



Excerpt - Dual Language Development

This document is an excerpt from [CT ELDS Main: What Children Birth to 5 Should Know and Be Able To Do](#)

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Dual Language Development Framework: Learning Progressions for Second Language Acquisition

This is a basic framework for considering development of second language learning and was developed as a supplement to the Connecticut Early Learning and Development Standards. It is necessary to consider information about children's language development in all languages they are learning when looking at their skills and progress in other developmental domains and content areas. The Language and Literacy domain applies to all students and reflects what children should know and be able to do in their first or primary language(s). Although learning multiple languages may impact the timing of some development in the Language and Literacy domain, the learning progressions in that domain are considered the primary language and literacy acquisition standards. This section is not applicable to all students, but rather is designed to raise awareness of the typical stages of acquiring a second language. It shows a general progression of skills, loosely based on a child with some initial experiences in a first language (L1), who is receiving continued support of language and academic development in L1 at the same time he/she is learning a second language (L2). The general progression in the document is shown below.

Beginning Home language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second language
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There is wide variation in the experiences and skills of children who are learning a second language. The degree to which children's use of their first or second language is supported at home and in other environments has a great impact on their language development, as does the age at which they begin to learn a second language. Children with different experiences and varying exposure to languages may vary from the developmental progression indicated in this document. Some examples are:

- Children who learn two languages at home on a continuing basis from birth may develop similar skills in both languages at the same time.
- Children with strong verbal skills in L1 may move from the beginning stages to later stages more quickly than a child who is very young or who has not had strong language models in L1.
- Children whose school experiences are provided in L2 may begin to demonstrate stronger skills in L2 than in L1 if their academic knowledge, vocabulary and expression of higher order thinking are not supported in L1.

All of these variables should be considered when looking at children's language and literacy development. This document can serve as a basis for considering a child's skills when they are learning a second language or when their home language is different from that learned at school.

Research widely supports the advantages of learning multiple languages and shows that greater skills in a first language support the development of skills in a second language. Therefore, this document promotes continuing support for children's language development in their first language. While the supports for first and second language development may not occur in the same settings, communication and coordination to ensure common goals across settings will help to ensure the best outcomes for children.

Dual Language Development Framework

Learning Progression	Beginning Home Language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second Language
Strand A: Early learning experiences will support children to develop listening skills.			
Comprehension of Information Presented Orally	DLL.B.1 Demonstrate an understanding of words related to basic and advanced concepts in L1 that are appropriate for their age. May understand a few words in L2	DLL.M.1 Demonstrate listening comprehension of familiar information and concepts in L2, especially with visual and verbal supports (e.g., repetition of information, clarification)	DLL.L.1 Demonstrate listening comprehension of familiar and unfamiliar content and concepts in L2 with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Comprehension of Oral Instructions, Questions and Prompts	DLL.B.2 Respond to directions, prompts and questions in L1 and acknowledge or respond nonverbally to common words or phrases in L2 when accompanied by gestures and contextual cues	DLL.M.2 Begin to respond to age appropriate routine directions, prompts and familiar questions in L2, especially when there are contextual clues	DLL.L.2 Respond to age appropriate directions, prompts and questions in L2, including multi-step directions with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Vocabulary	DLL.B.3 Demonstrate growing vocabulary in L1 while beginning to attend to L2 language, relying on simplified speech and visual or nonverbal cues or the actual objects	DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions and basic common social vocabulary	DLL.L.3 Comprehend and respond to increasingly complex and varied L2 vocabulary with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Pronunciation and Intonation Patterns	DLL.B.4 Demonstrate an age-appropriate understanding of intonation patterns in L1 and recognize a couple of basic patterns in L2 (e.g., intonation used for question versus statement in English)	DLL.M.4 Respond appropriately to an increasing number of basic intonations patterns in L2 (e.g., can follow and use intonation of songs with or without the correct words)	DLL.L.4 Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations and commands in L2; May still demonstrate difficulty hearing some sounds
Conversations and Discussions	DLL.B.5 Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact (if culturally relevant) and attending to gestures	DLL.M.5 Use age-appropriate listening strategies during conversations and discussions, asking on-topic questions with support	DLL.L.5 Attend to speaker during conversation and discussion in L2, responding appropriately with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Strand B: Early learning experiences will support children to develop speaking skills.			
Communication of Needs	DLL.B.6 May use L1 or L2 to attempt to communicate. In L2 dominant environments may rely on nonverbal communication, such as gestures or behaviors, to seek attention, request objects or initiate a response from others	DLL.M.6 Combine nonverbal and some verbal communication in L2 to be understood by others (may use L1 and L2 in combination or may use imitative, telegraphic and/or formulaic speech); Request items in L2. May use social greetings and common phrases (e.g., "I don't know") in L2	DLL.L.6 Show increasing ability to use verbal communication in L2 to be understood by others. Demonstrate increased participation in conversations with peers and adults
Conversation and Discussion	DLL.B.7 Use L1 during language exchanges and use basic nonverbal communication techniques such as gestures, etc. May occasionally use single words in L2 to communicate	DLL.M.7 Use both L1 and L2 to engage with peers/adults, request or respond. May use L1 and L2 interchangeably (code-switching) and engage in age-appropriate social discussions	DLL.L.7 Demonstrate ability to engage in age-appropriate conversations in L2 on a variety of topics

Pronunciation and Intonation	DLL.B.8 Produce age-appropriate sounds and phonemic structures in L1. May apply L1 patterns when using single words or short phrases in L2	DLL.M.8 Use approximations of sounds and some age-appropriate sounds in L2 but may still carry pronunciation patterns from L1. May add or omit sounds in L2 even when repeating after a model	DLL.L.8 Generally use age-appropriate pronunciation, enunciation, intonation and fluency in L2 but may still carry pronunciation patterns from L1
		DLL.M.9 Use age-appropriate pronunciation, enunciation, intonation and fluency using words, phrases and simple sentences when repeating after a model	
Grammar and Syntax	DLL.B.9 Use age-appropriate grammar in L1 (e.g., plurals, simple past tense, etc.). May apply L1 patterns when using single words or short phrases in L2	DLL.M.10 Begin to use some L2 grammatical structures but may still apply rules from L1 to L2	DLL.L.9 Increasingly use age-appropriate forms of grammar in L2, (e.g., plurals, simple past tense, subject-verb agreement)
Social Conventions	DLL.B.10 Use age-appropriate social communication skills in L1. May apply L1 conventions when using single words or short phrases in L2	DLL.M.11 Show a beginning understanding of social conventions in L2	DLL.L.10 Use age-appropriate verbal and non-verbal social conventions in L2
Vocabulary Production	DLL.B.11 Use age-appropriate vocabulary in L1 and begin to use and demonstrate understanding of (through nonverbal communication or gestures) basic, concrete labels in L2	DLL.M.12 Begin to use L2 vocabulary, especially concrete objects and routine verbs. Also begin to use social greetings and common phrases/words and appropriate nonverbal actions that indicated understanding of common phrases/words	DLL.L.11 Use age-appropriate and varied vocabulary in a variety of contexts with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Utterance Length and Complexity	DLL.B.12 Use age-appropriate range of utterance length in L1 and may use isolated words in L2	DLL.M.13 Use two and three word utterances in L2 while continuing to expand utterance length and complexity in L1	DLL.L.12 Use age-appropriate utterance length in L2 with increasing use of more complex grammatical structures and a wider variety of elements of speech (e.g., descriptors, pronouns, etc.)
Academic Information (inquiry, narrative development)	DLL.B.13 Prefer use of L1 to engage in learning and exploration across developmental domains or content areas (e.g., ask and answer age appropriate questions related to science and math, identifies emotions, retells stories, etc.)	DLL.M.14 Begin to use L2 to engage in inquiry and learning experiences; may rely on students that share common L2 for understanding and learning. Need concrete experiences to acquire understanding and make connections to L1, prior experiences and known concepts	DLL.L.13 Are able to use L1 or L2 in a range of learning and exploratory contexts with continued ongoing support in L1 and L2

Strand C: Early learning experiences will support children to develop early literacy skills.

Note: These progressions apply to children approximately 3-5 years of age.

Vocabulary, Symbols and Environmental Print	DLL.B.14 Begin to recognize that symbols (classroom, home or community) in the environment carry a consistent meaning in L1 or L2	DLL.M.15 Recognize in the environment (classroom, home or community) some familiar symbols, words and print labels in L1 or L2	DLL.L.14 Recognize in the environment (classroom, home or community) an increasing number of familiar symbols, words and print labels in L2
Connect written text and spoken language	DLL.B.15 Begin to recognize the first letter in their own name or the character for their own name in L1 or L2	DLL.M.16 Identify some letters or characters in L1 and L2 and the sounds associated with them	DLL.L.15 Begin to demonstrate that the letters or characters of the L2 alphabet or system are symbols that make up or represent words
Phonemic awareness	DLL.B.16 Attend to and experiment with different sounds or tone in words in L1	DLL.M.17 Attend to and experiment with different sounds or tone in words in L1 and L2 with support	DLL.L.16 Experiment with and vary sounds in words in L1 and L2 (e.g., manipulating onsets, rimes and phonemes to create rhymes, alliteration, etc.)
Written language	DLL.B.17 Begin to demonstrate an awareness that written language can be in L1 or L2	DLL.M.18 Begin to use marks or symbols to represent spoken language in L1 or L2	DLL.L.17 Continue to develop beginning writing skills by using letters or symbols from L2 to represent their ideas