

WIDA Guiding Principles of Early Language Development

These Guiding Principles of Early Language Development exemplify WIDA's overarching and ever-present Can Do Philosophy.

1. Multilingual children are learning more than one language at the same time and adjust the use of their languages to different sociocultural contexts.

(Abell, 2007; Bialystok, 2001; Comeau, Genesee, & Mendelson, 2007; Edelsky & Jilbert, 1985; Genesee, Boivin, & Nicoladis, 1996; Genesee, Nicoladis, & Paradis, 1995; Green, Peña, & Bedore, 2012)

2. Multilingual children learn language and culture through their experiences at home, in the community, and in early care and education.

(Bornstein, 2012; Castro, 2011; Cuéllar & Garcia, 2012; Gillanders, Castro, & Franco, 2014; Magruder, Hayslip, Espinosa, & Matera, 2013; Reyes & Azuara, 2008; Sawyer, Scheffner Hammer, Cyclic, Lopez, Blair, Sandilos & Komaroff, 2016; Scheele, Leseman, & Mayo, 2010; Smith, 2001; Tabors, 2008)

3. The languages and language varieties used by multilingual children and their families are valuable resources to be considered and incorporated into early care and education and into everyday routines and activities.

(Buysse, Castro, & Peisner-Feinberg, 2010; Castro, Espinosa, & Paez, 2011; Collins, 2010; Farver, Lonigan, Eppe, 2009; Garcia, 2005; Gonzalez, Moll, & Amanti, 2005; Heng, 2011; Lugo-Neris, Jackson, & Goldstein, 2010; Michael-Luna, 2013; Michael-Luna, 2015; Naqvi, McKeough, Thorne, & Pfitscher, 2012; Reyes, Da Silva, & Feller, 2016; Rowe & Fain, 2013)

4. Multilingual children benefit from continuous home language development at all levels of English language development.

(Montelongo, Hernandez, & Herter, 2011; Prieto, 2009; Restrepo, Castilla, Schwanenflugel, Neuharth- Pritchett, Hamilton, & Arboleda, 2010; Rodriguez, 2001; Schwartz, 2014; Simon-Cerejido & Gutierrez-Clellen, 2014)

The term **multilingual children** is used to refer to culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. In the field, these children are commonly referred to as dual language learners, or DLLs.

WIDA Guiding Principles of Early Language Development

- Multilingual children follow different paths for language development than monolingual children.

(Andruski, Casielles, & Geoff, 2014; Bialystok, 2007; Davidson, Raschke, & Pervez, 2010; De Houwer, Bornstein, & De Coster, 2006; Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2014; Dodd, So, & Lam, 2008; Fabiano-Smith & Goldstein, 2010; Hammer, Miccio, & Wagstaff, 2003; Hirata-Edds, 2011; Maneva & Genesee, 2002; Nicoladis & Marchak, 2011; Nicoladis, Pika, & Marentette, 2009; Smithson, Paradis, & Nicoladis, 2014; Yelland, Pollard, & Mercuri, 1993)

- Multilingual children follow unique paths of language development according to their exposure to and opportunities for using their multiple languages.

(Barnett, Yarosz, Thomas, Jung, & Blanco, 2007; DeHouwer, 2009; Genesee, 2001; Genesee, 2010; Gibson, Peña, & Bedore, 2014; Hammer, Davison, Lawrence, & Miccio, 2009; Jones & Shue, 2013; King & Fogle, 2013; Nicoladis, 2002; Place & Hoff, 2011; Scheele, Leseman, & Mayo, 2010; Soltero-Gonzalez, 2008)

- Multilingual children approach learning language in different ways, with each child bringing a unique set of attitudes, habits, and preferences for language use.

(Baroody & Diamond, 2013; Chesterfield, Chesterfield, & Chavez, 1982; Chesterfield, Hayes-Latimer, Barrows & Chavez, 1983; McDermott, Rikoon, & Fantuzzo, 2014; Piker, 2013; Rikoon, McDermott, & Fantuzzo, 2012)

- Multilingual children, like other children, develop language through play-based activities that invite rich language interaction.

(Bell, Greenfield, Bulotsky-Shearer, & Carter, 2016; Bodrova & Leong, 2007; Bulotsky-Shearer, Bell, Romero, & Carter, 2012; Cohen, Kramer-Vida, Frye, & Andreou, 2014; Huerta & Riojas-Cortez, 2014; Konishi, 2007; Piker, 2013; Riojas-Cortez, 2000; Riojas-Cortez, 2001)

- Multilingual children are developing language and literacy at the same time that they are also developing physically, cognitively, socially, and emotionally.

(Barac, Bialystok, Castro, & Sanchez, 2014; Bialystok, 2009; Bialystok & Martin, 2004; Halle, Whittaker, Zepeda, Rothenberg, Anderson, et al., 2014; Jordan-DeCarbo & Galliford, 2001; Lee, 1996; Oades-Sese & Li, 2011; Okanda, Moriguchi, & Itakura, 2010; Vygotsky, 1986; Winsler, Burchinal, Tien, Peisner-Feinber, Espinos, et. al., 2014; Winsler, Fernyhough, & Montero, 2009; Winsler, Kim, & Richard, 2014; Yang, Yag, & Lust, 2011; Yazejian & Peisner-Feinberg, 2009)

- Multilingual children's development of social and developmentally appropriate academic language is a complex and long-term process.

(Alanis, 2013; Gort & Pontier, 2013; Gort, Pointer, & Sembiante, 2012; Hakuta, Butler, Goto, & Witt, 2000; Lewis, Sandilos, Hammer, Sawyer, & Méndez, 2016; Palmer, Martinez, Mateus, & Henderson, 2014; Scheffner Hammer, Hoff, Uchikoshi, Gillanders, Castro, & Sandilos, 2014; Tsybina, Girolametto, Weitzman, & Greenberg, 2006; van Kleeck, 2014; Walsh, Sanchez, & Burnham, 2016)

WIDA Guiding Principles of Early Language Development

Research Highlights

The WIDA Guiding Principles of Early Language Development provide practitioners with a broad perspective on key concepts related to the language development of young children learning multiple languages. To further clarify the guiding principles, these research highlights provide practitioners with research-based descriptions and examples of effective practices. The terms used in the research highlights (e.g., DLLs, emergent bilinguals) are the terms used in the studies cited.

Guiding Principle	Research Highlights
<p>1. Multilingual children are learning more than one language at the same time and adjust the use of their languages to different sociocultural contexts.</p>	<ul style="list-style-type: none"> • Children ages two and three years correct language-based miscommunications by switching languages to match the language of their speaking partner (Genesee, Boivin, & Nicoladis, 1996; Comeau, Genesee, & Mendelson, 2007). • Young children follow the lead of adults in their life with regard to language. For example, if their mother speaks one language and their father speaks another, the child’s language choice most often matches that of the interacting parent (Genesee, Nicoladis, & Paradis, 1995). • At the beginning stages of bilingualism, 5-year-old preschoolers switch between their languages to communicate more clearly (Greene, Peña, & Bedore, 2012, p. 27).
<p>2. Multilingual children learn language and culture through their experiences at home, in the community and in early care and education.</p>	<ul style="list-style-type: none"> • Mothers of Mexican American DLL/ELL preschool children expressed a strong desire to instill a sense of Mexican identity in their children by speaking Spanish at home, listening to Spanish radio, and having pláticas [conversations] on the importance of having Spanish-speaking abilities (Cuéllar & Garcia, 2012). • Teachers should explore children’s experiences outside of school and use this knowledge as a foundation for learning (Gillanders, Castro, & Franco, 2014). Successful out-of-school linguistic funds of knowledge activities include trips to key locations within the neighborhood (i.e., a local market) where children live and the minority language is spoken, reading newspapers in the minority language, and inviting parents and others in the community to read to children in the home language (Smith, 2001). • Research shows that in early care and education settings, DLLs can be supported to learn English via the strategic use of their home language during learning and care routines. This includes gestures, the use of props, realia (real objects), and pictures (Sawyer, Scheffner-Hammer, Cycyk, et. al., 2016; Tabors, 2008).

WIDA Guiding Principles of Early Language Development

Guiding Principle	Research Highlights
<p>3. The languages and language varieties used by multilingual children and their families are valuable resources to be considered and incorporated into early care and education and every day routines and activities.</p>	<ul style="list-style-type: none"> • The language of the home should be incorporated into early care and education activities. For example, when children’s family members read the home language portion of dual language books (e.g., bilingual books) with practitioners in early care and education settings as a routine activity and not a novelty, children are motivated to learn both languages and improve their awareness of language components (metalinguistics) (Naqvi, McKeough, Thorne, & Pfitscher, 2012). • The funds of knowledge of emergent bilinguals’ (EBs) families include using the home language for conversations, reading, writing, rhyming, and singing. Young children become aware of phonetic (sound), semantic (meaning), syntactic (grammar), morphemic (form), and pragmatic aspects of language. Another key language-rich, culturally based activity in the homes of Spanish-speaking EB’s is sharing oral stories about when the adults were young; “Dime una historia cuando tú eras niño” [<i>Tell me a story about when you were a child</i>] (Reyes, Da Silva, & Feller, 2016).
<p>4. Multilingual children benefit from continuous home language development at all levels of English language development.</p>	<ul style="list-style-type: none"> • The continued development of the home language allows young Spanish-speaking English learners to improve their vocabulary by easily recognizing and learning English–Spanish cognates (words that sound similar in both languages such as giraffe and jirafa) (Montelongo, Hernandez, & Herter, 2011). • Highlighting the similarities and differences between the languages of second language learners is an effective literacy learning strategy that teaches young children about their bilingualism. For instance, some languages have similar alphabets, printability, and words. Other languages vary in the language family that they belong to and the number of tones used (Rodriguez, 2001). • Research shows that when young bilingual children use their home language during vocabulary instruction, their depth of vocabulary knowledge improves in both the home language and in English. Key strategies include asking children to extend their description of a target word by answering stimulus questions such as: what is a dog? What does a dog usually look like? What types of dogs do you know? Where can you usually find a dog? (Schwartz, 2014).

WIDA Guiding Principles of Early Language Development

Guiding Principle	Research Highlights
<p>5. Multilingual children follow different paths for language development than monolingual children.</p>	<ul style="list-style-type: none"> • There is evidence that the babbling of bilingual infants is different from that of monolingual infants, as their babbling is linked to common sounds in the syllables of both of their languages and their languages' overall stress patterns (Maneva & Genesee, 2002; Andruski, Casielles, & Geoff, 2014). • How and when monolingual and bilingual children learn words is different. As early as 13 months, children developing two or more languages can understand words for the same object (translation equivalents) (De Houwer, Bornstein, & De Coster, 2006). • Bilingual children tend to have smaller vocabularies in each of their two languages when compared with children learning one language (monolingual) (Bialystok, 2009).
<p>6. Multilingual children follow unique paths of language development according to their exposure to and opportunities for using their multiple languages.</p>	<ul style="list-style-type: none"> • The relative amount of exposure to each of their languages is a strong predictor of preschool aged bilingual children's rates of development in each language (Scheele, Leseman, & Mayo, 2010). • The bilingual development of young bilingual children is positively influenced by their exposure to native speakers of the native language and English (Place & Hoff, 2011). • In a 3-year longitudinal study of language practices of mothers of preschool bilingual children, it was found that their increased usage of English did not impact children's English vocabulary or emergent literacy development. However, increased usage of English slowed the growth of children's Spanish vocabulary (Hammer, Davison, Lawrence, & Miccio, 2009).
<p>7. Multilingual children approach learning language in different ways with each child bringing a unique set of attitudes, habits and preferences for language use.</p>	<ul style="list-style-type: none"> • "English development is influenced by DLLs' personal preference for playing with peers who speak the same home language and who also play well with English speaking children" (Piker, 2013). • Key learning behaviors in preschoolers associated with better learning outcomes in elementary school include child motivation to learn, persistence in learning tasks, and cooperation with other children (Rikoon, McDermott, & Fantuzzo, 2012).

WIDA Guiding Principles of Early Language Development

Guiding Principle	Research Highlights
<p>8. Multilingual children, like other children, develop language through play-based activities that invite rich language interaction.</p>	<ul style="list-style-type: none"> • Dramatic play provides preschool Mexican American children with an opportunity to develop their language skills while interacting in culturally relevant activities that showcase their funds of knowledge. The funds of knowledge include the use of the home language and representation of their families’ values, beliefs, and traditions (Riojas-Cortez, 2001). • Story reenactment is a play-based, language-rich activity that improves preschool DLLs’ English language development and story recall (Cohen, Kramer-Vida, Frye, & Andreou, 2014). • In Head Start the following peer play behaviors improved literacy for DLLs: sharing toys, helping settle peer conflicts, encouraging others to join play, showing positive emotions and verbalizing and making up stories during play (Bell, Greenfield, Bulotsky-Shearer & Carter, 2016).
<p>9. Multilingual Children are developing language and literacy as they also develop physically, cognitively, socially and emotionally.</p>	<ul style="list-style-type: none"> • Dual language learners in early childhood have been found to show higher cognitive performance than monolingual children specific to executive function. This is because thinking in two languages promotes focused attention and inhibition, as well as working memory and theory of mind (Barac, Bialystok, Castro, & Sanchez, 2014; Bialystok, & Martin, 2004). • The social-emotional development of young DLLs has been found to be equal to that of their monolingual counterparts. Additionally, the use of the home language in early childhood classrooms allows for the strong familial ties between young DLL children and their parents, which is considered an important base for social emotional development (Halle, Whittaker, Zepeda, Rothenberg, et. al., 2014). • Close teacher-child relationships (e.g., teachers display affection, warmth, and open communication) significantly predicted preschoolers’ English and Spanish language competence (Oades-Sese & Li, 2011).

WIDA Guiding Principles of Early Language Development

Guiding Principle	Research Highlights
<p>10. Multilingual children’s development of social and developmentally appropriate academic language is a complex and long-term process.</p>	<ul style="list-style-type: none">• Research suggests that it takes between 4 and 7 years for DLLs/ELs to achieve proficiency in English (Hakuta, Butler, Goto, & Witt, 2000).• Preschool children, particularly those from linguistically diverse backgrounds, need to have access to academic talk, defined as “the broad pattern of language (use)... allowing children to develop and display ideas and knowledge. This register usually includes lots of talk, sentence complexity, long utterances, elaborated language, discussion of concepts, and decontextualized knowledge (van Kleeck, 2014).• In dual language preschool classrooms, pairing children who vary in language skill to work together creates a zone of proximal development where children can practice language skills in a safe and relaxed environment (Alanis, 2013).• The vocabulary development of Spanish-speaking, preschool, dual language learners is positively impacted by read aloud questions that require children to make inferences, predictions, hypotheses, and explanations (Walsh, Sanchez, & Burnham, 2016).

WIDA Guiding Principles of Early Language Development

References

- Abell, S., & Ey, J. L. (2007). Bilingual child. *Clinical Pediatrics*, 46(7), 658-659. <https://doi.org/10.1177/0009922806290825>
- Alanis, I. (2013). Where's your partner? Pairing bilingual learners in preschool and primary grade dual language classrooms. *Young Children*, 68(1), 42-46.
- Andruski, J. E., Casielles, E., & Geoff, N. (2014). Is bilingual babbling language-specific? Some evidence from a case study of Spanish-English dual acquisition. *Bilingualism: Language and Cognition*, 17(3), 660-672. <https://doi.org/10.1017/s1366728913000655>
- Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4), 699-714. <https://doi.org/10.1016/j.ecresq.2014.02.003>
- Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22(3), 227-293. <https://doi.org/10.1016/j.ecresq.2007.03.003>
- Baroody, A. E., & Diamond, K. E. (2013). Measures of preschool children's interest and engagement in literacy activities: Examining gender differences and construct dimensions. *Early Childhood Research Quarterly*, 28(2), 291-201. <https://doi.org/10.1016/j.ecresq.2012.07.002>
- Bell, E. R., Greenfield, D. B., Bulotsky-Shearer, R. J., & Carter, T. M. (2016). Peer play as a context for identifying profiles of children and examining rates of growth in academic readiness for children enrolled in Head Start. *Journal of Educational Psychology*, 108(5), 740-759. <https://doi.org/10.1037/edu0000084>
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition*. Cambridge University Press. <https://psycnet.apa.org/doi/10.1017/CBO9780511605963>
- Bialystok, E. (2007). Acquisition of literacy in bilingual children: A framework for research. *Language Learning*, 57, 45-77. <https://doi.org/10.1111/j.1467-9922.2007.00412.x>
- Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition*, 12(1), 3-11. <https://doi.org/10.1017/s1366728908003477>
- Bialystok, E., & Martin, M. M. (2004). Attention and inhibition in bilingual children: Evidence from the dimensional change card sort task. *Developmental Science*, 7(3), 325-339. <https://doi.org/10.1111/j.1467-7687.2004.00351.x>

WIDA Guiding Principles of Early Language Development

- Bodrova, E., & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education* (2nd ed.). Pearson.
- Bornstein, M. H. (2012). Cultural approaches to parenting. *Parenting: Science and Practice*, 12(2-3), 212-221. <https://doi.org/10.1080/15295192.2012.683359>
- Bulotsky-Shearer, R. J., Bell, E. R., Romero, S. L., & Carter, T. M. (2012). Preschool interactive peer play mediates problem behavior and learning for low income children. *Journal of Applied Developmental Psychology*, 33(1), 53-65.
- Buyse, V., Castro, D. C., & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly*, 25(2), 194-206. <https://doi.org/10.1016/j.ecresq.2009.10.001>
- Castro, D. C. (2011). High quality early education for young dual language learners: What can be done? *NHSA Dialog*, 14(2), 1-8.
- Castro, D. C., Espinosa, L., & Paez, M. (2011). Defining and measuring quality early childhood practices that promote dual language learners' development and learning. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings* (pp. 257-280). Baltimore: Brookes Publishing. <https://www.buildinitiative.org/Portals/0/Uploads/Documents/Defining%20and%20Measuring%20Quality%20in%20Early%20Childhood%20Practices.pdf>
- Chesterfield, K., Chesterfield, R., & Chavez, R. (1982). Peer interaction, language proficiency, and language preference in bilingual preschool classrooms. *Hispanic Journal of Behavioral Sciences, Change to: 4*(4), (467-486). <https://doi.org/10.1177/07399863820044004>
- Chesterfield, R., Hayes-Latimer, K., Barrows, K., & Chavez, R. (1983). The influence of teachers and peers on second language acquisition in bilingual preschool programs. *TESOL Quarterly*, 17(3), 401-419. <https://doi.org/10.2307/3586255>
- Cohen, L. E., Kramer-Vida, L., Frye, N., & Andreou, M. (2014). The effect of bilingual instruction and play on preschoolers' English proficiency. *International Journal of Play*, 3(1), 36-52. <https://doi.org/10.1080/21594937.2013.876573>
- Collins, M. F. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly*, 25(1), 84-97. <https://doi.org/10.1016/j.ecresq.2009.07.009>
- Comeau, L., Genesee, F., & Mendelson, M. (2007). Bilingual children's repairs of breakdowns in communication. *Journal of Child Language*, 34(1), 159-174. <https://doi.org/10.1017/s0305000906007690>

WIDA Guiding Principles of Early Language Development

- Cuéllar, D., & Garcia, E. E. (2012). Working with Latino preschoolers: The literacy and language goals of teachers and mothers. In B. Falk (Ed.), *Defending Childhood: Keeping the Promise of Early Education* (pp. 114-142). Teachers College Press.
- Davidson, D., Raschke, V. R., & Pervez, J. (2010). Syntactic awareness in young monolingual and bilingual (Urdu-English) children. *Cognitive Development, 25*(2), 166-182. <https://doi.org/10.1016/j.cogdev.2009.07.003>
- De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters. <https://doi.org/10.1017/S0272263110000100>
- De Houwer, A., Bornstein, M. H., & De Coster, S. (2006). Early understanding of two words for the same thing: A CDI study of lexical comprehension in infant bilinguals. *International Journal of Bilingualism, 10*(3), 331-347. <https://doi.org/10.1177/13670069060100030401>
- Dickinson, D. K., McCabe, A., Clark-Chiarelli, N., & Wolf, A. (2014). Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children. *Applied Psycholinguistics, 25*(3), 323-347. <https://doi.org/10.1017/s0142716404001158>
- Dodd, B., So, L. K. H., & Lam, K. K. C. (2008). Bilingualism and learning: The effect of language pair on phonological awareness abilities. *Australian Journal of Learning Difficulties, 13*(2), 99-113. <https://doi.org/10.1080/19404150802380514>
- Edelsky, C., & Jilbert, K. (1985). Bilingual children and writing: Lessons for all of us. *The Volta Review, 87*(5), 57-72.
- Fabiano-Smith, L., & Goldstein, B. A. (2010). Phonological acquisition in bilingual Spanish-English speaking children. *Journal of Speech, Language, and Hearing Research, 53*(1), 160-178. [https://doi.org/10.1044/1092-4388\(2009/07-0064\)](https://doi.org/10.1044/1092-4388(2009/07-0064))
- Farver, J. A. M., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. *Child Development, 80*(3), 703-719. <https://doi.org/10.1111/j.1467-8624.2009.01292.x>
- Garcia, E. E. (2005). *Teaching and learning in two language: Bilingualism and schooling in the United States*. Teachers College Press. <https://doi.org/10.1080/19313150709336866>
- Genesee, F. (2001). Bilingual first language acquisition: exploring the limits of the language faculty. *Annual Review of Applied Linguistics, 21*(153-168). <https://doi.org/10.1017/s0267190501000095>
- Genesee, F. (2010). Dual language development in preschool children. In E. Garcia & E. Frede (Eds.), *Young English Language Learners: Current Research and Emerging Directions for Practice and Policy* (pp. 59-79). Teachers College Press.

WIDA Guiding Principles of Early Language Development

- Genesee, F., Boivin, I., & Nicoladis, E. (1996). Talking with strangers: A study of bilingual children's communicative competence. *Applied Psycholinguistics*, 17(4), 427-442. <https://doi.org/10.1017/s0142716400008183>
- Genesee, F., Nicoladis, E., & Paradis, J. (1995). Language differentiation in early bilingual development. *Journal of Child Language*, 22(3), 611-631. <https://doi.org/10.1017/S0305000900009971>
- Gibson, T. A., Peña, E. D., & Bedore, L. M. (2014). The relationship between language experience and receptive-expressive semantic gaps in bilingual children. *International Journal of Bilingual Education and Bilingualism*, 17(1), 90-110. <https://doi.org/10.1080/13670050.2012.743960>
- Gillanders, C., Castro, D. C., & Franco, X. (2014). Learning words for life: Promoting vocabulary in dual language learners. *The Reading Teacher*, 68(3), 213-221. <https://doi.org/10.1002/trtr.1291>
- Gonzalez, N., Moll, L. C., & Amanti, C. (2005). *Funds of Knowledge: Theorizing practices in households, communities and classrooms*. Lawrence Erlbaum Associates Publishers.
- Gort, M., & Pointier, R. W. (2013). Exploring bilingual pedagogies in dual language preschool classrooms. *Language and Education*, 27(3), 223-245. <https://doi.org/10.1080/09500782.2012.697468>
- Gort, M., & Pontier, R. W. (2012). Function, type, and distribution of teacher questions in dual-language preschool read alouds. *Bilingual Research Journal*, 35(3), 258-276. <https://doi.org/10.1080/15235882.2012.734262>
- Green, K. J., Peña, E. D., & Bedore, L. M. (2012). Lexical choice and language selection in bilingual preschoolers. *Child Language Teaching and Therapy*, 29(1), 27-39. <https://doi.org/10.1177/0265659012459743>
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Paper presented at the University of California Linguistic Minority Research Institute. <https://web.stanford.edu/~hakuta/Publications/%282000%29%20-%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf>
- Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., Buysse, V. (2014). The social-emotional development of dual language learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly*, 29(4), 734-749. <https://doi.org/10.1016/j.ecresq.2013.12.002>
- Hammer, C. S., Davison, M. D., Lawrence, F. R., & Miccio, A. W. (2009). The effect of maternal language on bilingual children's vocabulary and emergent literacy development during Head Start and kindergarten. *Scientific Studies of Reading*, 13(2), 99-121. <https://doi.org/10.1080/10888430902769541>

WIDA Guiding Principles of Early Language Development

- Hammer, C. S., Miccio, A. W., & Wagstaff, D. A. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools*, 34(1), 20-30. [https://doi.org/10.1044/0161-1461\(2003/003\)](https://doi.org/10.1044/0161-1461(2003/003))
- Heng, T. T. (2011). Sociocultural misalignments faced by preschool Chinese emergent bilinguals: A case study. *Early Childhood Education Journal*, 39(1), 61-69. <https://doi.org/10.1007/s10643-010-0432-y>
- Hirata-Edds, T. (2011). Influence of second language Cherokee immersion on children's development of past tense in their first language, English. *Language Learning*, 61(3), 700-733. <https://doi.org/10.1111/j.1467-9922.2011.00655.x>
- Huerta, M. E. S., & Riojas-Cortez, M. (2014). Playful dialogues of a bilingual child in everyday conversations: Foundations of early literacy. *International Multilingual Research Journal*, 8(3), 231-249. <https://doi.org/10.1080/19313152.2014.917578>
- Jones, M. K., & Shue, P. (2013). Engaging prekindergarten dual language learners in projects. *Young Children*, 68(1), 28-33.
- Jordan-DeCarbo, J., & Galliford, J. (2001). The effects of a sequential music program on the motor, cognitive, expressive language, social emotional and musical movement abilities of preschool disadvantaged children. *Early Childhood Connections*, 7(3), 30-42.
- King, K. A., & Fogle, W. L. (2013). Family language policy and bilingual parenting. *Language Teaching*, 46(2), 172-194. <https://doi.org/10.1017/s0261444812000493>
- Konishi, C. (2007). Learning English as a second language: A case study of a Chinese girl in an American preschool. *Childhood Education*, 83(5), 267-272. <https://doi.org/10.1080/00094056.2007.10522930>
- Lee, P. (1996). Cognitive development in bilingual children: A case for bilingual instruction in early childhood education. *Bilingual Research Journal*, 20(3-4), 499-522. <https://doi.org/10.1080/15235882.1996.10668641>
- Lewis, K., Sandilos, L. E., Hammer, C. S., Sawyer, B. E., & Méndez, L. I. (2016). Relations among the home language and literacy environment and children's language abilities: A study of Head Start dual language learners and their mothers. *Early Education & Development*, 27(4), 478-494. <https://doi.org/10.1080/10409289.2016.1082820>
- Lugo-Neris, M. J., Jackson, C. W., & Goldstein, H. (2010). Facilitating vocabulary acquisition of young English language learners. *Language Speech and Hearing Services in Schools*, 41(3), 314-327. [https://doi.org/10.1044/0161-1461\(2009/07-0082\)](https://doi.org/10.1044/0161-1461(2009/07-0082))

WIDA Guiding Principles of Early Language Development

- Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8-15.
- Maneva, B., & Genesee, F. (2002). Bilingual babbling: Evidence for language differentiation in dual language acquisition. *Boston University Conference on Language Development*, 26(1), 383-392.
- McDermott, P. A., Rikoon, S. H., & Fantuzzo, J. W. (2014). Tracing children's approaches to learning through Head Start, kindergarten, and first grade: Different pathways to different outcomes. *Journal of Educational Psychology*, 106(1), 200-213. <https://doi.org/10.1037/a0033547>
- Michael-Luna, S. (2013). What linguistically diverse parents know and how it can help early childhood educators: A case study of a dual language preschool community. *Early Childhood Education Journal*, 41(6), 447-455. <https://doi.org/10.1007/s10643-013-0574-9>
- Michael-Luna, S. (2015). What parents have to teach us about their dual language children. *Young Children*, 70(5), 42-47.
- Montelongo, J. A., Hernandez, A., & Herter, R. J. (2011). Identifying Spanish-English cognates to scaffold instruction for Latino ELs. *The Reading Teacher*, 65(2), 161-164.
- Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2012). Dual language books as an emergent-literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, 13(4), 501-528. <https://doi.org/10.1177/1468798412442886>
- Nicoladis, E. (2002). Some gestures develop in conjunction with spoken language development and others don't: Evidence from bilingual preschoolers. *Journal of Nonverbal Behavior*, 26(4), 241-266. <https://doi.org/10.1023/A:1022112201348>
- Nicoladis, E., & Marchak, K. (2011). Le carte blanc or la carte blanche? Bilingual children's acquisition of French adjective agreement. *Language Learning*, 61(3), 734-758. <https://doi.org/10.1111/j.1467-9922.2011.00660.x>
- Nicoladis, E., Pika, S., & Marentette, P. (2009). Do French-English bilingual children gesture more than monolingual children. *Journal of Psycholinguistic Research*, 38(6), 573-585. <https://doi.org/10.1007/s10936-009-9121-7>
- Oades-Sese, G. V., & Li, Y. (2011). Attachment relationships as predictors of language skills for at-risk bilingual preschool children. *Psychology in the Schools*, 48(7), 707-722. <https://doi.org/10.1002/pits.20583>

WIDA Guiding Principles of Early Language Development

- Okanda, M., Moriguchi, Y., & Itakura, S. (2010). Language and cognitive shifting: Evidence from young monolingual and bilingual children. *Psychological Reports, 107*(1), 68-78. <https://doi.org/10.2466/03.10.28.pr0.107.4.68-78>
- Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal, 98*(3), 757-772. <https://doi.org/10.1111/modl.12121>
- Piker, R. A. (2013). Understanding influences of play on second language learning: A microethnographic view in one Head Start preschool classroom. *Journal of Early Childhood Research, 11*(2), 184-200. <https://doi.org/10.1177/1476718x12466219>
- Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence 2-year-olds' bilingual proficiency. *Child Development, 82*(6), 1834-1849. <https://doi.org/10.1111/j.1467-8624.2011.01660.x>
- Prieto, V. H. (2009). One language, two languages, three languages...More? *Young Children, 64*(1), 52-53.
- Restrepo, M. A., Castilla, A. P., Schwanenflugel, P. J., Neuharth-Pritchett, S., Hamilton, C. E., & Arboleda, A. (2010). Effects of a supplemental Spanish oral language program on sentence length, complexity, and grammaticality in Spanish-speaking children attending English-only preschools. *Language, Speech and Hearing Services in Schools, 41*(1), 3-13. [https://doi.org/10.1044/0161-1461\(2009/06-0017\)](https://doi.org/10.1044/0161-1461(2009/06-0017))
- Reyes, I., & Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. *Reading Research Quarterly, 43*(4), 374-398. <https://doi.org/10.1598/0710.09>
- Reyes, I., Da Silva, A. C., & Feller, N. (2016). Building relationships with diverse students and families: A funds of knowledge perspective. *Journal of Early Childhood Literacy, 16*(1), 8-33. <https://doi.org/10.1177/1468798415584692>
- Rikoon, S. H., McDermott, P. A., & Fantuzzo, J. W. (2012). Approaches to learning among Head Start alumni: Structure and validity of the learning behaviors scale. *School Psychology Review, 41*(3), 272-294.
- Riojas-Cortez, M. (2000). Mexican American preschoolers create stories: Sociodramatic play in dual language classrooms. *Bilingual Research Journal, 24*(3), 295-307. <https://doi.org/10.1080/15235882.2000.10162767>
- Riojas-Cortez, M. (2001). Preschoolers' Funds of Knowledge displayed through sociodramatic play episodes in a bilingual classroom. *Early Childhood Education Journal, 29*(1), 35-40. <https://doi.org/10.1023/A:1011356822737>
- Rodriguez, T. A. (2001). From the known to the unknown: Using cognates to teach English to Spanish-speaking literates. *The Reading Teacher, 54*(8), 744-746.

WIDA Guiding Principles of Early Language Development

- Rowe, D., & Fain, J. G. (2013). The family backpack project: Responding to dual-language texts through family journals. *Language Arts*, 90(6), 402-416.
- Sawyer, B. E., Scheffner Hammer, C., Cycyk, L. M., Lopez, L., Blair, C., Sandilos, L., & Komaroff, E. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal*, 39(1), 35-49. <https://doi.org/10.1080/15235882.2016.1138904>
- Scheele, A. F., Leseman, P. P. M., & Mayo, A. Y. (2010). The home language environment of monolingual and bilingual children and their language proficiency. *Applied Psycholinguistics*, 31(1), 117-140. <https://doi.org/10.1017/s0142716409990191>
- Scheffner Hammer, C., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4), 715-733. <https://doi.org/10.1016/j.ecresq.2014.05.008>
- Schwartz, M. (2014). The impact of the first language first model on vocabulary development among preschool bilingual children. *Reading and Writing*, 27(4), 709-732. <https://doi.org/10.1007/s11145-013-9463-2>
- Simon-Cerejido, G., & Gutierrez-Clellen, V. F. (2014). Bilingual education for all: Latino dual language learners with language disabilities. *International Journal of Bilingual Education and Bilingualism*, 17(2), 235-254. <https://doi.org/10.1080/13670050.2013.866630>
- Smith, P. H. (2001). Community language resources in dual language schooling. *Bilingual Research Journal*, 25(3), 375-404. <https://doi.org/10.1080/15235882.2001.10162799>
- Smithson, L., Paradis, J., & Nicoladis, E. (2014). Bilingualism and receptive vocabulary achievement: Could socialcultural context make a difference? *Bilingualism: Language and Cognition*, 17(4), 810-821. <https://doi.org/10.1017/s1366728913000813>
- Soltero-Gonzalez, L. (2009). The hybrid literacy practices of young immigrant children: Lessons learned from an English-only preschool classroom. *Bilingual Research Journal*, 31(2), 75-93. <https://doi.org/10.1080/15235880802640581>
- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Brookes Publishing.
- Tsybina, I., Girolametto, L. E., Weitzman, E., & Greenberg, J. (2006). Recast used with preschoolers learning English as their second language. *Early Childhood Education Journal*, 34(2), 177-185. <https://doi.org/10.1007/s10643-006-0110-2>

WIDA Guiding Principles of Early Language Development

- van Kleeck, A. (2014). Distinguishing between casual talk and academic talk beginning in the preschool years: An important consideration for speech-language pathologists. *American Journal of Speech-Language Pathology*, 23(4), 724-741. https://doi.org/10.1044/2014_ajslp-14-0032
- Vygotsky, L. (1986). *Thought and language*. MIT Press.
- Walsh, B. A., Sanchez, C., & Burnham, M. M. (2016). Shared storybook reading in Head Start: Impact of questioning styles on the vocabulary of Hispanic dual language learners. *Early Childhood Education Journal*, 44(3), 263-273. <https://doi.org/10.1007/s10643-015-0708-3>
- Winsler, A., Burchinal, M. R., Tien, H. -C., Peisner-Feinberg, E., Espinosa, L., Castro, D. C., & De Feyter, J. (2014). Early development among dual language learners: The roles of language use at home, maternal immigration, country of origin, and socio-demographic variables. *Early Childhood Research Quarterly*, 29(4), 750-764. <https://doi.org/10.1016/j.ecresq.2014.02.008>
- Winsler, A., Fernyhough, C., & Montero, I. (2009). *Private speech, executive functioning, and development of verbal self-regulation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511581533>
- Winsler, A., Kim, Y. K., & Richard, E. R. (2014). Socio-emotional skills, behavior problems, and Spanish competence predict the acquisition of English among English language learners in poverty. *Developmental Psychology*, 50(9), 2242-2254. <https://doi.org/10.1037/a0037161>
- Yang, S., Yang, H., & Lust, B. (2011). Early childhood bilingualism leads to advances in executive attention: Dissociating culture and language. *Bilingualism: Language and Cognition*, 14(3), 412-422. <https://doi.org/10.1017/s1366728910000611>
- Yazejian, N., & Peisner-Feinberg, E. S. (2009). Effects of a preschool music and movement curriculum on children's language skills. *NHSA Dialog*, 12(4), 327-341. <https://doi.org/10.1080/15240750903075255>
- Yelland, G., Pollard, J., & Mercuri, A. (1993). The metalinguistic benefits of limited contact with a second language. *Applied Psycholinguistics*, 14(4), 423-444. <https://doi.org/10.1017/s0142716400010687>

Suggested citation

WIDA. (2023). *WIDA Guiding Principles of Early Language Development*. Board of Regents of the University of Wisconsin System.