

# Recommended Literacy Practices for Preschool English Learners



*Preschool English Learners  
Resource Guide  
Chapter 8 Extended Modules*

# Review Arrival Activity: Overview Training on Chapter Eight

- Notice the posters titled “Key Points” located around the room.
- Visit each poster and read the key point from the overview training on Chapter Eight of the Preschool English Learner Resource Guide (PEL Resource Guide).
- Jot down what you remember in relation to each key point from the training.

# Arrival Activity: KWL

- Using Handout 1: Early Literacy KWL, record one statement you:
  - Already know about early literacy for English learners
  - Want to know about early literacy for English learners
- Wait until the end of the module to add a statement about something you:
  - Learned about early literacy for English learners

# California's Early Learning and Development System

Program  
Guidelines and  
Resources

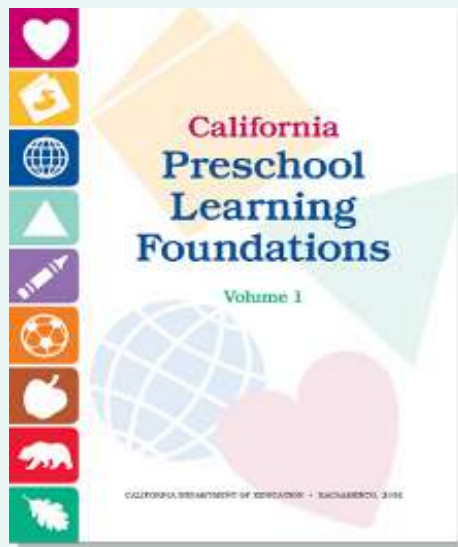
Curriculum  
Frameworks

Learning and  
Development  
Foundations

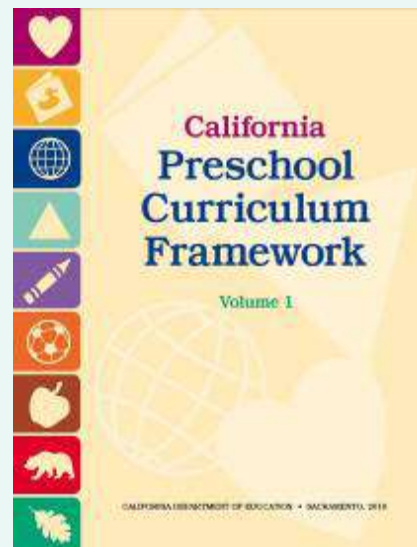
Professional  
Development

Desired Results  
Assessment  
System

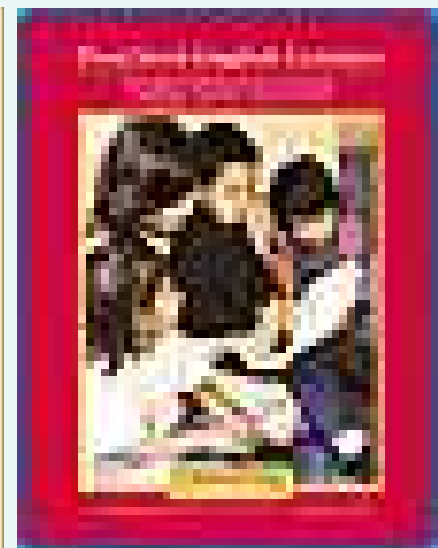
# Today's Focus



What children should know and do



Teacher strategies to support children's learning



# Training Outcomes

- Review key points from Chapter Eight of the PEL Resource Guide.
- Explore practices for forming meaningful partnerships with families to promote language and literacy development.
- Connect the PLF with the PCF and with effective practices for preschool English learners.
- Practice recommended strategies for fostering preschool English learners' language and literacy development.

# Grounding: A T-Chart

- Notice the posters titled “Key Points” located around the room.
- Visit each poster and read the key point from the overview training on the Preschool English Learner Resource Guide (PEL Resource Guide).
- Jot down what you remember in relation to each key point from the training.
- Record any questions that remain about each key point from the training.

# Grounding: KWL

- Using Handout 1: Early Literacy KWL, record one statement you:
  - Already know about early literacy for English learners
  - Want to know about early literacy for English learners
- Wait until the end of the module to add a statement about something you:
  - Learned about early literacy for English learners



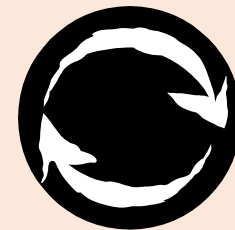
# The Path to Successive Bilingualism

	<b>Stage Name</b>	<b>Definition</b>	<b>Example</b>
<b>First</b>			
<b>Second</b>			
<b>Third</b>			
<b>Fourth</b>			



## Early childhood educators need to be knowledgeable about:

- The role of the home language
- The influence of cultural values
- The stages of second language development



# Review:

## Definition of Early Literacy

“The gradual and ongoing process of learning to understand and use language that begins at birth and continues through the early childhood years. During this period children first learn to use oral forms of language - listening and speaking - and then begin to explore and make sense of written forms - reading and writing.”

Koralek, D. & Collins, R. (1997). *On the road to reading: A guide for community partners*. Vienna, VA: The Early Childhood Technical Assistance Center, p.10.

# Early Literacy Skills That Lead to Later Reading Success

## Oral language as the foundation

- Vocabulary and Listening Comprehension:
  - Children who have a strong vocabulary – large set of words, varied, and complex – increase their ability to make sense of what they are reading.
  - Providing children many opportunities to listen and speak gives children an important foundation for reading and writing.

Coyne, Simmons Kame'enui, 2004, as cited PEL Resource Guide, Second Edition, p. 72

# Early Literacy Skills That Lead to Later Reading Success

- Phonological Awareness:
  - A sensitivity to the sounds in spoken language
- Supporting phonological awareness:
  - Orally taking apart words and syllables
  - Orally blending the onsets and rimes of words

PLF, Vol. 1, pp. 65-66

# Early Literacy Skills That Lead to Later Reading Success

- Alphabetic knowledge:
  - Recognizing and naming some letters
- Print knowledge and concepts:
  - Environmental print
  - Concepts about print, such as reading from left to right, and story structure
- Writing:
  - Including scribbling and invented spelling

# Early Literacy Skills That Lead to Later Reading Success

- Attention should be given to key early literacy skills that are predictive of later reading success.
  - Vocabulary and Listening Comprehension
  - Phonological Awareness
  - Alphabetic Knowledge
  - Print Knowledge and Concepts
  - Writing
- For preschool English learners, experiences in the home language provide a bridge to English literacy.

Snow, D. Burns, S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, D.C.: National Academies Press, p. 9.

# Making Connections: Language and Literacy Foundations

## Language

- Language Use and Conventions
- Vocabulary
- Grammar

## Writing

- Writing Strategies

## Literacy

- Concepts about Print
- Phonological Awareness
- Alphabets / Print Recognition
- Comprehension and Analysis
- Literacy Interest and Response



# Families First: Bridging Language and Literacy Learning

The education of English learners is enhanced when preschool programs and families form meaningful partnerships.

PEL Resource Guide, Second Edition, p. 16



# Principle One: Debrief

- Ask a family member or knowledgeable community resource to share appropriate social conventions for child's language and culture.
- Invite parents or other family members to share cultural practices.
- Identify stories that build upon children's backgrounds.

PCF, Vol. 1, pp. 200-208

# Families First: Bridging Language and Literacy Learning



**Families engage in daily activities:**

- Reading books
- Singing songs
- Reciting poetry

# Home Literacy Survey

- Take a few minutes to complete Handout 2: Survey of Children's Home Literacy.
- Base your responses on what your family practiced when you were a child, or what you practice/d with your own young children.

Handout 2

**Survey of Children's Home Literacy Practices**

The purpose of this survey is for you to explore the ways that you and your peers use language and literacy at home.

**Part A: Individual Inventory of Literacy Practices**

**Print Materials**  
Check all of the following print materials that are used by your family. Provide additional detail as necessary, such as which language(s) are used in the print materials. Feel free to add other print materials not listed.

- Mail (e.g. letters, bills) \_\_\_\_\_
- Letters or cards from relatives \_\_\_\_\_
- Printed copies of email \_\_\_\_\_
- Newspapers \_\_\_\_\_
- Popular magazines \_\_\_\_\_
- Religious books and written materials \_\_\_\_\_
- Cookbooks and food labels \_\_\_\_\_
- School newsletters and information flyers \_\_\_\_\_
- Children's story books \_\_\_\_\_
- Folktales \_\_\_\_\_
- Nursery rhymes \_\_\_\_\_
- Poetry \_\_\_\_\_
- Television guides \_\_\_\_\_
- Board games \_\_\_\_\_
- Children's coloring or activity books \_\_\_\_\_
- Packaging and instructions \_\_\_\_\_
- Other \_\_\_\_\_

# Family Language & Literacy Activities

- Poems, rhymes, verses
- Fingerplays
- Music, songs
- Art
- Dance
- Catalogs
- Recipe books, menus
- Museums, parks
- Board games
- Family stories
- Mealtime conversations
- Car/plane games
- Magazines
- Newspapers/Comics

# Connecting Home Language and Literacy Practices to the Foundations

Handout 3

## Connecting Home and School

Families should be encouraged to continue such practices in their home language, because the ability to hear, understand, and respond to directions, stories, and complex language can be developed in any language and will facilitate the development of those skills in English (PCF Vol. I, p. 195).

Draw a line from each home literacy activity to the language and literacy foundation(s) fostered by that activity.

### Home Literacy Activities

Writing (e.g., lists, letters, email, bills)

Reading Newspapers

Reading cookbooks and food labels  
Reciting nursery rhymes

Playing board games

Using children's coloring/activity books  
Storytelling

Singing

Telling proverbs

Engaging in conversations

### Language & Literacy Foundations

Language use & conventions

Vocabulary

Grammar

Concepts about print

Phonological awareness

Alphabets/print recognition

Comprehension and analysis

Literacy interest and response

Writing strategies

# Connections to the Preschool Learning Foundations

Children are first introduced to language and literacy in the home language and these experiences provide an important foundation for success in learning literacy in English.

PLF, Vol. 1, p. 103

# Framework Strands and Substrands

- Listening
- Speaking
- Reading
- Writing





# Foundation Mix-Up

Slide 25 Activity

FOUNDATIONS MIX EM UP GAME BOARD	
LISTENING	SPEAKING
READING	WRITING

# English Language Development Foundations and Framework: Listening and Speaking

## Listening with Understanding

- Beginning words
- Requests and directions
- Basic and advanced concepts

PLF, Vol 1, pp.112-114

## Speaking

- Communication of needs
- Vocabulary production
- Conversation
- Utterance length and complexity
- Grammar
- Inquiry
- Social conventions
- Narrative development

PLF, Vol. 1, pp. 115-122

# English Language Development Foundations: Reading

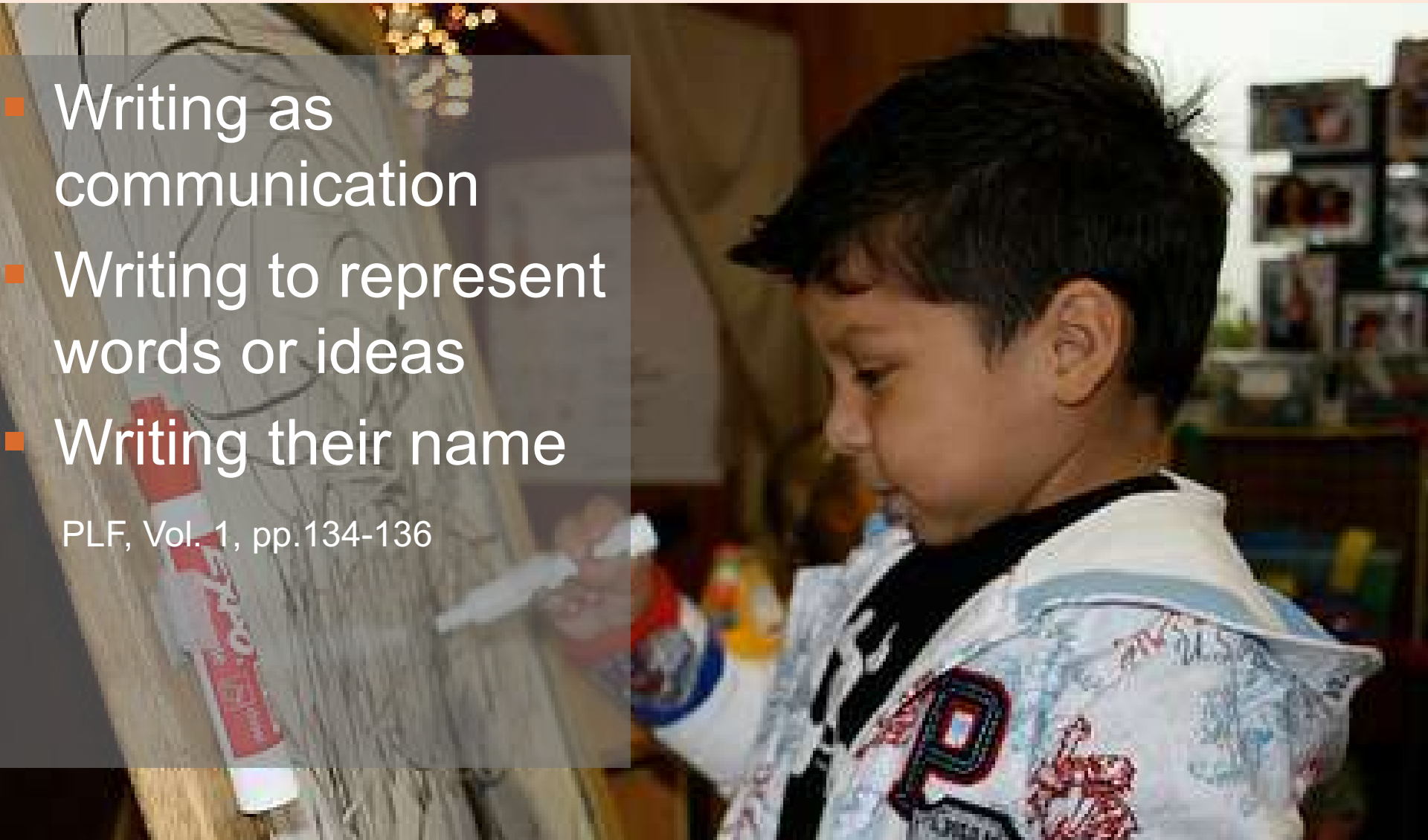
- Participate in read-aloud activity
- Interest in books and reading
- Personal connections to the story
- Story structure
- Book handling
- Environmental print
- Letter awareness
- Letter recognition
- Rhyming
- Onset
- Sound differences in the home language and English

PLF, Vol. 1, pp.123-133

# English Language Development Foundations: Writing

- Writing as communication
- Writing to represent words or ideas
- Writing their name

PLF, Vol. 1, pp.134-136



# Intentional Teaching Requires Awareness of:



- Home language
- Development of each child
- Ability of child to use English in activities

PCF, Vol. 1, p. 179

# Supporting Listening and Speaking

The physical environment needs to create access to the curriculum content through multiple avenues.

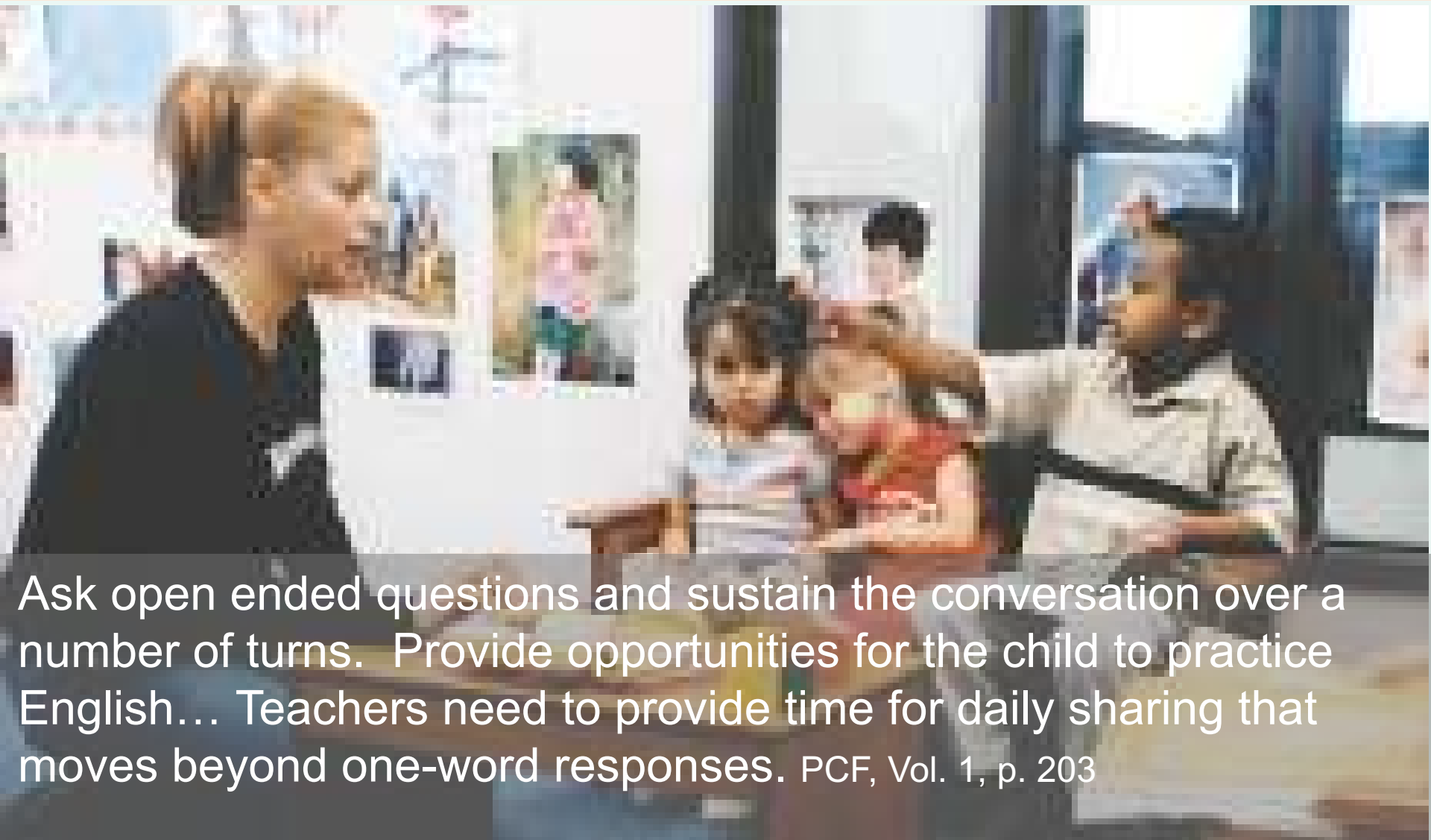
PCF, Vol. 1, p. 181



# Recognize Where Each Child Is and Respond

1. Turn to pages 54-55 in the PEL Guide.
2. Review the Research to Practice chart.
3. Create a poster for the assigned stage.
4. Teach one strategy to the group.

# Supporting Listening and Speaking: Open-Ended Questions



Ask open ended questions and sustain the conversation over a number of turns. Provide opportunities for the child to practice English... Teachers need to provide time for daily sharing that moves beyond one-word responses. PCF, Vol. 1, p. 203



# Known-Answer or Closed-Ended Questions

- Teacher knows the answer to the question
- Example: What color is my shirt?
  - Can serve as:
- A quick assessment of a child's knowledge of a simple concept
  - A way to include English learners at the one-word stage

# Open-Ended Questions

- Encourage oral language use and development.
- Create an opening for children to draw from their life experiences.
- Responses usually elicit:
  - longer phrases or sentences
    - more complex language
    - active participation
    - Example: What do you like about going to the county fair?

# Try It! Intentional Use of Questions

- Choose one photo from those at your table.
- Identify a recorder and a reporter for your group.
- Based on the photo you have chosen, generate three known-answer and three open-ended questions.
  - Have your recorder write these questions on Handout 3: Two Types of Questions.
- With your table group, discuss what implications this activity has for your practice.
- Be prepared to share one of each type of question, and the implications of the activity for practice.

# Extending Conversations: Strive for 5

- Strive for five turns on the same topic as a way to stretch conversations.
- Add details, introduce new words, and enhance language by using the following:
  - Adjectives & adverbs
  - Definitions & synonyms
  - Compare & inferences
  - Syntax & pragmatics

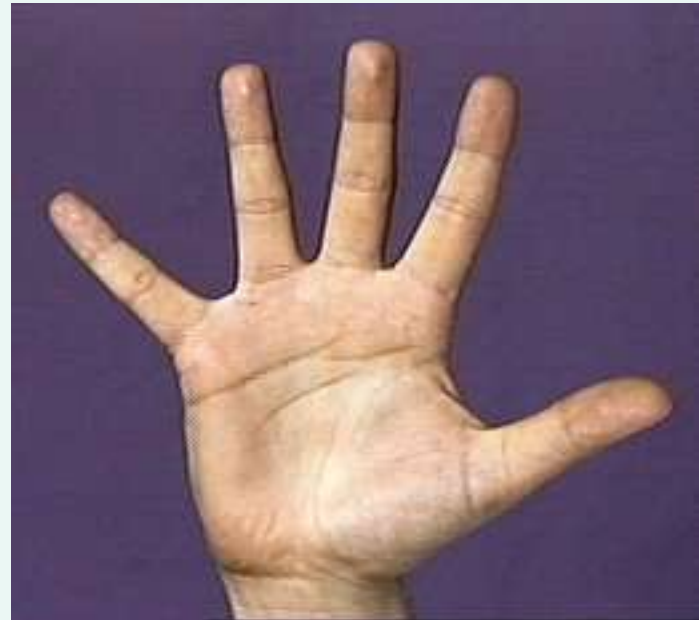
Dickinson & Tabors, 2001



# Example of Strive for 5

- Teacher: “What would you do if you found a giraffe outside?” (Turn 1)
- Child: “I would leave it alone.” (Turn 2)
- What might the teacher add next?

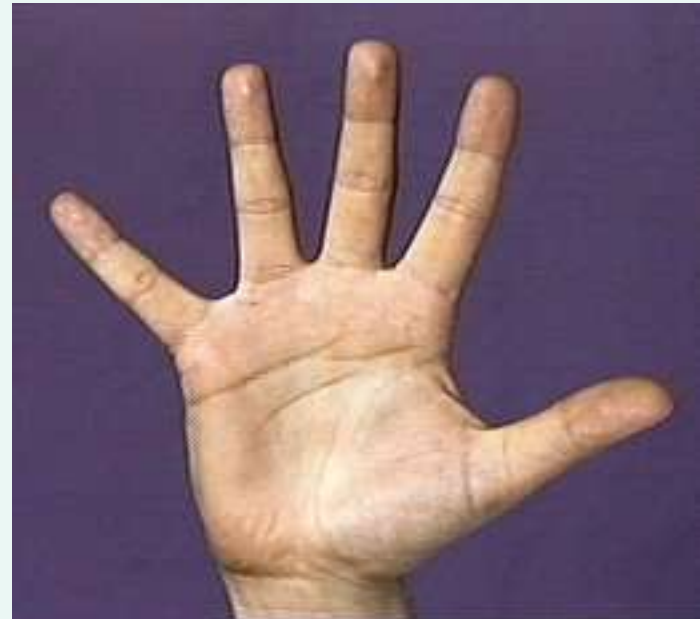
Adapted from: Dickinson & Tabors (2001)



# Example of Strive for 5

- Teacher: “ Why would you leave it alone?”  
(Turn 3)
- Child: “Cause I don’t want to bring it home.”  
(Turn 4)
- What might the teacher add next?

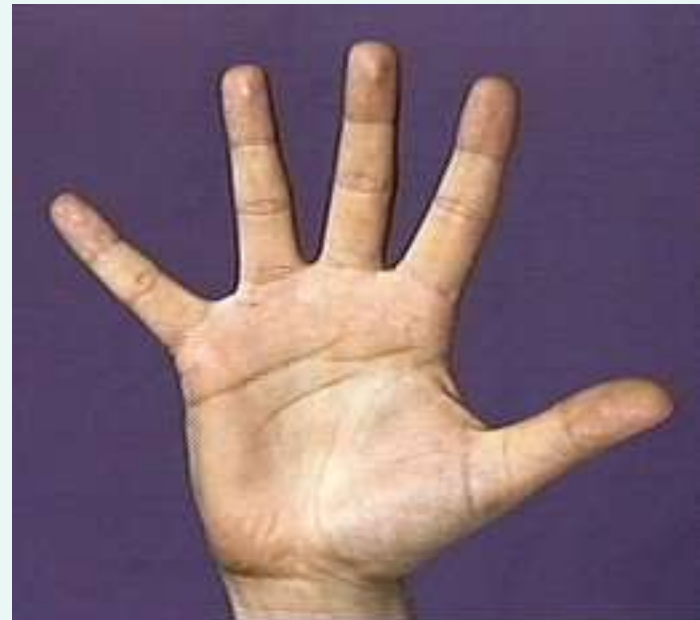
Adapted from: Dickinson & Tabors  
(2001)



# Example of Strive for 5

- Teacher: “No?” (Turn 5)
- Child: “They would have to make a really big house.” (Turn 6)
- Teacher: “A gigantic house.” (Turn 7)

This “Strive for 5” example helps build language for a lifetime, and would take less than 30 seconds.



# Try It! Strive for 5

- What have you been doing lately?
- What did you do this weekend?
- Where have you been recently?
- What is something to which you are looking forward?
- Who are some of the people you enjoy?



# Early literacy in the preschool classroom...



...is based on strong oral language abilities, knowledge of how print works, phonological awareness, and a personal desire to become a skilled reader.

PCF, Vol. 1, p. 206

A woman in a blue sweater stands on the left, holding a baby in a white hooded jacket. In the foreground, two children, a boy in an orange jacket and a girl in a light blue jacket, are sitting at a table outdoors, working with colorful blocks and papers. The background shows a grassy area and a building with windows.

Intentional teachers should offer opportunities to explore...

- Written materials and meaning
- Sounds through rhyme and alliteration

PEL Resource Guide, Second Edition, pp. 84-85

# Intentional Teaching: Planning with the End in Mind

Handout 6

**Matrix of Supports for Language and Literacy Development**

Use this handout to capture the ideas your small group generates around your assigned activity. At the same time, you can use the handout to record the ideas generated by other groups for the remaining activities. This matrix can be used to reflect on any one of the early literacy activities implemented in this training, and can also be used as a guide for early literacy activities in a classroom or family childcare setting.

Activity #	What early literacy skills does this activity address?	What specifically supports the learning for preschool English learners?*
Poetry in Motion		
How Many Syllables in Your Name?		
"Fishing" for Beginning Sounds		

\*Draw upon the resources in the PEL Resource Guide (pp. 52-55) and the content of today's presentation.

Copyright ©2012 by the California Department of Education (CDE).

Handout 7

**English Language Development  
Strands and Substrands**

Listening	Speaking	Reading	Writing
Children Listen with Understanding	Children Use Nonverbal and Verbal Strategies to Communicate with Others	Children Demonstrate Appreciation and Enjoyment of Reading and Literature	Children Use Writing to Communicate Their Ideas
	Children Begin to Understand and Use Social Conventions in English	Children Show an Increasing Understanding of Book Reading	
	Children Use Language to Create Oral Narratives About Their Personal Experiences	Children Demonstrate an Understanding of Print Conventions	
		Children Demonstrate Awareness that Print Carries Meaning	
		Children Demonstrate Progress in Their Knowledge of the Alphabet in English	
		Children Demonstrate Phonological Awareness	

Copyright © 2012 California Department of Education, (CDE)

# Intentional Teaching: Planning with the End in Mind

## Handout 7

### English Language Development Strands and Substrands

Listening	Speaking	Reading	Writing
Children Listen with Understanding	Children Use Nonverbal and Verbal Strategies to Communicate with Others	Children Demonstrate Appreciation and Enjoyment of Reading and Literature	Children Use Writing to Communicate Their Ideas
	Children Begin to Understand and Use Social Conventions in English	Children Show an Increasing Understanding of Book Reading	
	Children Use Language to Create Oral Narratives About Their Personal Experiences	Children Demonstrate an Understanding of Print Conventions	
		Children Demonstrate Awareness that Print Carries Meaning	
		Children Demonstrate Progress in Their Knowledge of the Alphabet in English	
		Children Demonstrate Phonological Awareness	

Copyright © 2012 California Department of Education, (CDE)

# Try It! Supports for Language and Literacy Development

- In small groups, discuss your assigned activity and record your discussion on Handout 6: Support for Language and Literacy Development.
  1. Poetry in Motion
  2. How Many Syllables in Your Name?
  3. “Fishing” for Beginning Sounds
  4. Create Your Own Storybook
- What ELD foundation substrands does this activity address? What specifically supports the learning of preschool English learners?

# Poetry in Motion—Group Presentations

- Teach the strategy.
- What specifically supports the learning for preschool English learners?
- What reading and writing substrands does this activity address?

# How Many Syllables are In Your Name?—Group Presentations

- Teach the strategy.
- What specifically supports the learning for preschool English learners?
- What reading and writing substrands does this activity address?

# “Fishing” for Beginning Sounds—Group Presentations

- Teach the strategy.
- What specifically supports the learning for preschool English learners?
- What reading and writing substrands does this activity address?



# Create Your Own Storybook—Group Presentations

- Teach the strategy.
- What specifically supports the learning for preschool English learners?
- What reading and writing substrands does this activity address?

# Other Homemade Books

- Personal Storybooks from photos
- “Puppies in Space”
- You and Me book
- Accordion book
- Cereal box book
- Plastic baggie books
- Bonus: Book plates

# Closing Activity: KWL

- At the beginning of this training, we requested that you use Handout 1: KWL to record one statement about what you:
  - Already **know** about early literacy for preschool English learners.
  - **Want** to know about early literacy for preschool English learners.
- Add a statement about something you **learned** about early literacy for preschool English learners.