



This training is funded by the California Department of Social Services. The materials included in this training include materials or products developed in part or wholly by the California Department of Education and produced by the California Department of Social Services.

State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

1

1

Partners in Early Learning

The California Department of Education (CDE) was given the authority in the 2021 Budget Bill to revise the Preschool Learning Foundations which will now be known as the *California Preschool/Transitional Kindergarten Learning Foundations* (PTKLF). The California Department of Social Services (CDSS) is developing implementation materials and professional development. This partnership benefits all children regardless of funding sources.



State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

2

2

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)

**Chapter 8:
Recommended Early
Literacy Practices**



State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

3

Training Outcomes

- Define early literacy
- Identify connections with CA the Preschool/Transitional Kindergarten Learning Foundations (PTKLF)
- Consider the role of the family
- Explore strategies for promoting English literacy development

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

4

4

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.

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

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

5

5

Skills and Knowledge in Foundational Language Development (FLD)

Children can demonstrate skills and knowledge using their home languages or any other languages they are learning.



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

6

6

Activity: Get 'Em
Together: Strands
for FLD

- Listening and Speaking
- Foundational Literacy Skills
- Reading
- Writing



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

7

7

Intentional Teaching

Intentional teaching requires an ongoing awareness of the home language development of each child as well as the English learner's ability to use English in activities...

Source: CDE, *California Preschool Curriculum Framework (PCF)*, Vol. 1, 179.



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

8

8

Environments Matter

The environment sends a message about who is welcome, what is valued, and what children learn about.

Every day, in a hundred small ways, children ask:

- Do you see me?
- Do you hear me?
- Do I matter?

Their behavior often reflects our response.



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

9

9

Principle 1

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

Source: CDE, PEL Resource Guide, Second Edition, 2009, 16



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

10

10

Create Opportunities for Home Connections

Foster reciprocal communication between teachers and families to strengthen home-school connections and support children's language development.

- Schedule parent meetings.
- Plan a family literacy night.
- Schedule parent workshops.



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

11

11

Video: Family Letter Writing



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

12

12

Connecting Home and School Literacy Practices

Principle 9

Engaging in multiple literacy practices, such as reading books, singing songs, and reading poetry, is part of the daily life of most families.

Source: CDE, PEL Resource Guide, Second Edition, 2009, 73

Handout 8C

Identifying the Early Literacy Skills Found in Songs, Books, and Rhymes Used by Families

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

13

13

Principle 10

Offering a variety of opportunities for children to explore written materials and their meanings, as well as the sounds of spoken language through rhyme and alliteration, builds the language and literacy skills of preschool English learners.

Source: CDE, PEL Resource Guide, Second Edition, 2009, 84



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

14

14

Moving Toward Literacy Video



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

15

15

Key Points

- Children need a well-developed base of oral language skills, including an extensive vocabulary, in order to become successful readers.
- Children who have positive and repeated experiences with print tend to be better readers.

16

Key Points (2)

- Children who are stronger in a language other than English often have some of the foundational skills of literacy in their home language.
- Many of the early literacy skills children have in their home language will transfer to reading in English when a child is ready to make that transition.

17

Key Points (3)

- Research shows that introducing phonological awareness, print awareness, and letter knowledge in brief, interactive, engaging, and multi-sensory activities builds young children's early literacy skills.

18

Finishing with CELEBRATION: Celebrating Multilingualism

SEAL

**Celebrating Bilingualism: Pathways to Biliteracy
Awards / Celebrando el bilingüismo: Celebraciones
para los estudiantes bilingües
(TK – 6th Grade)**

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

19

19

Reflection

Turn to page 88 in the PEL Resource Guide and take the time to answer question three on your Reflection handout:

- Which strategies for becoming familiar with the literacy practices of the families of the children in my class have I implemented?
What new strategies would I like to try?

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

20

20




State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us


21

21

Thank
you!



California
Department of
Social Services,
Copyright
(2025)



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network, CIPIN | www.cipin.ca

22
