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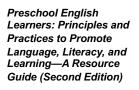
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Partners in Early Learning

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.



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Chapter 8: Recommended Early Literacy Practices



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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

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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



Activity: Get 'Em Together: Strands for FLD

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



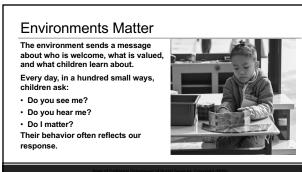
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Intentional Teaching

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...







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



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Create Opportunities for Home Connections

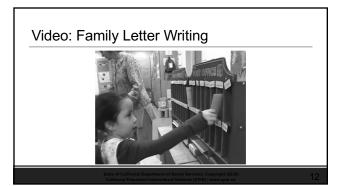
Foster reciprocal communication between teachers and families to strengthen home-school connections and support children's language development.



- Plan a family literacy night.

- Schedule parent workshops.





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

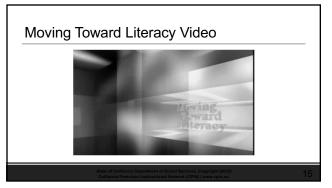
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Principle 10

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



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.

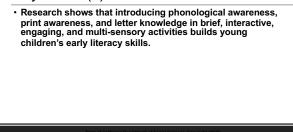
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Key Points (2)

- 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.

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Key Points (3)



Finishing with CELEBRATION: Celebrating Multilingualism

SEAL

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

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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?



