

Recommended Literacy Practices for Preschool English Learners

- *Preschool English Learners*
- *Resource Guide*
- *Chapter 8 Extended Modules*



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Arrival Activity: KWL

- Look at your completed Handout 1: Early Literacy KWL.
- Share one of your statements to:
 - Already know about early literacy for English learners
 - Want to know about early literacy for English learners
- Wait until the end to add a statement about something you:
 - Learned about early literacy for English learners

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California's Early Learning and Development System

Program Guidelines and Resources

Curriculum Frameworks

Learning and Development Foundations

Professional Development

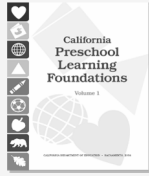
Desired Results Assessment System

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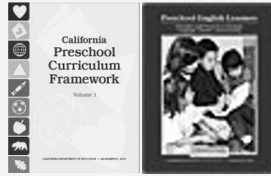
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Today's Focus



What children should know and do



Teacher strategies to support children's learning

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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.

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The Path to Successive Bilingualism

	Stage Name	Definition	Example
First			
Second			
Third			
Fourth			

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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

PCF, Vol. 1, p 179
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Principle One

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



PEL Resource Guide, Second Edition, p.16
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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
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Families First: Bridging Language and Literacy Learning



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Connecting Home and School Literacy Practices

- Principle Nine: Engaging in multiple literacy practices, such as reading books, singing songs, and reading poetry, is part of the daily life of most families.
PEL Resource Guide, Second Edition, p.73
- HO8E: Identifying the Early Literacy Skills Found in Songs, Books, and Rhymes Used by Families

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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

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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

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Framework Strands and Substrands

- Listening
- Speaking
- Reading
- Writing



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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

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Get 'Em Together

The English Language Development Foundations is divided into 4 Strands
Listening, Speaking, Reading, and Writing

Listening	Speaking
Reading	Writing

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English Language Development Foundations and Framework: Listening and Speaking

<p>Listening with Understanding</p> <ul style="list-style-type: none"> ▪ Beginning words ▪ Requests and directions ▪ Basic and advanced concepts <p style="font-size: x-small;">PLF, Vol 1, pp.112-114</p>	<p>Speaking</p> <ul style="list-style-type: none"> ▪ Communication of needs ▪ Vocabulary production ▪ Conversation ▪ Utterance length and complexity ▪ Grammar ▪ Inquiry ▪ Social conventions ▪ Narrative development <p style="font-size: x-small;">PLF, Vol. 1, pp. 115-122</p>
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English Language Development Foundations: Reading

<ul style="list-style-type: none"> ▪ Participate in read-aloud activity ▪ Interest in books and reading ▪ Personal connections to the story ▪ Story structure ▪ Book handling ▪ Environmental print ▪ Letter awareness 	<ul style="list-style-type: none"> ▪ Letter recognition ▪ Rhyming ▪ Onset ▪ Sound differences in the home language and English <p style="font-size: x-small;">PLF, Vol. 1, pp.123-133</p>
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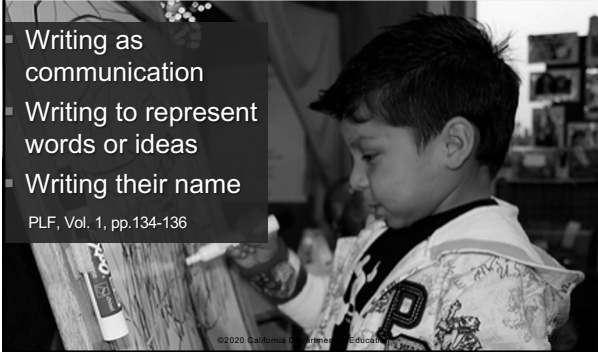
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English Language Development Foundations: Writing

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

PLF, Vol. 1, pp.134-136

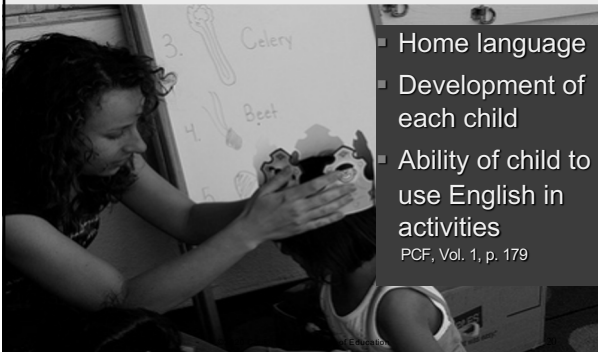


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Intentional Teaching Requires Awareness of:

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

PCF, Vol. 1, p. 179



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Supporting Listening and Speaking

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

PCF, Vol. 1, p. 181



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Recognize Where Each Child Is and Respond

1. Review your at-home reading: pages 54-55 of the PEL Guide.
2. Join a breakout room with your assigned second language learning state stage.
3. Identify a recorder and reporter.
4. Each group will record and teach on their strategy.

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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).

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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

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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?

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Try It! Intentional Use of Questions



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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



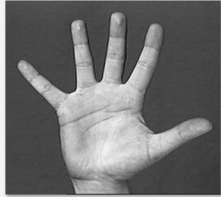
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Example of Strive for 5

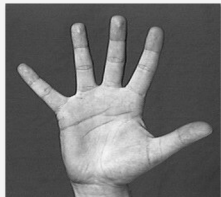
- Teacher: What would you do if you found a giraffe outside? (Turn 1)
- Child: I would leave it alone. (Turn 2)
- What might the teacher add next?
Adapted from: Dickinson & Tabors (2001)



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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)

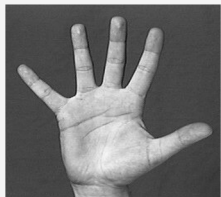


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Example of Strive for 5

- 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.



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Try It! Strive for 5

1. What have you been doing lately?
2. What did you do this weekend?
3. Where have you been recently?
4. What is something to which you are looking forward?
5. Who are some of the people you enjoy?

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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

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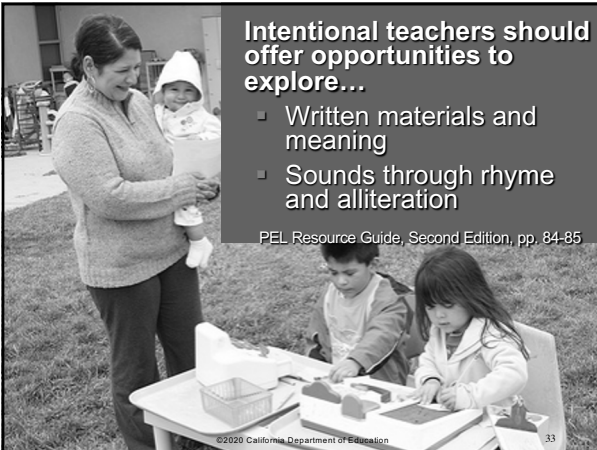
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Intentional teachers should offer opportunities to explore...

- Written materials and meaning
- Sounds through rhyme and alliteration

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

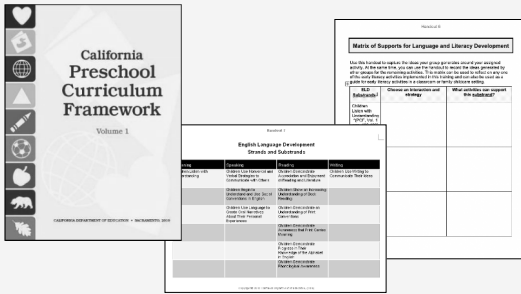


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Intentional Teaching: Planning with the End in Mind



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Try It! Supports for Language and Literacy Development

Participant Instructions:

1. Each breakout room will be assigned one substrand from Handout 7.
2. Each group will identify a recorder and a reporter.
3. Please read the interactions and strategies for your assigned substrand on the PCF pages indicated on handout 7.
4. Recorder will record your findings on Handout 6.
5. We will invite you back to the main room for a large group share out.

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Listening Substrand: Children Listen with Understanding

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Speaking Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Speaking Substrand: Children Begin to Understand and Use Social Conventions in English

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Speaking Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Reading Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the strand?

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Reading Substrand: Children Show an Increasing Understanding of Book Reading

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the strand?

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Reading Substrand: Children Demonstrate an Understanding of Print Conventions

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the strand?

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Reading Substrand: Children Demonstrate Awareness that Print Carries Meaning

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Reading Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Reading Substrand: Children Demonstrate Phonological Awareness

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Writing Substrand: Children Use Writing to Communicate Their Ideas

- Chose an interaction and strategy from the Preschool Curriculum Framework.
- What activities can support the substrand?

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Homemade Books

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

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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.

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Thank you for Zooming with us!



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