



# Preschool English Learners: Principles and Practices

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**Celebrate Our Rising Stars Summit VI**  
*“Preparing ELLs to Succeed in the 21<sup>st</sup> Century”*



# Welcome

- Introductions
  - Your Trainers
  - Essential Foundations and Teacher Knowledge for Preparing Three- and Four- Year Old English Learners to Enter Kindergarten





# WORKSHOP OUTCOMES

## *The audience will Become familiar with:*

- Preschool Learning Foundations in English Language Development for Ages 3 and 4.
- A World Full of Language, Supporting Preschool English Learners (DVD)
- Preschool English Learners: Principles to Promote Language, Literacy, and Learning (A Resource Guide)



# KINDERGARTEN EL ENROLLMENT

Top Language Groups	2006-2007	2005-2006	2004-2005
Spanish	158,878	150,707	144,023
Vietnamese	5,370	5,605	4,887
Cantonese	2,580	3,165	1,723
<b>State EL Totals</b>	<b>189,584</b>	<b>179,622</b>	<b>170,559</b>



# The California Context

- 6.3 M students; 1,568,661 EIs; 12% are entering K
- 56 languages identified: Spanish (85.3%); Vietnamese (2.2%); Filipino (1.4%); Cantonese (1.4%); Mandarin (1.3%)
- Most EI are in “Structured English Immersion or English Language Mainstream classrooms
- Approximately 90,000 EIs receive ELD and Academic Subjects through the primary language (5.7%)
- Teachers providing primary language instruction 5,897; SDAIE & ELD 125,464; SDAIE only 36,481; ELD only 17,074.



# PRE-K Teachers in CA

- Most early childhood teachers in Ca have Child Development permits or other certificates that are short of an AA degree.
- 85% of those seeking certificates are enrolled in community colleges.
- Most early childhood teachers are people of color, work at least half time, and many are English learners themselves.



# California Preschool Learning Foundations

- Educators and policymakers are creating state-level standards for preschool learning and development.
- These are expectations for young children's learning and development prior to Kindergarten.
- California needs to align preschool learning Foundations with the State's kindergarten academic content standards.
- With attention to social-emotional development and English language development during the early years.



# Foundations (Continue)

## Factors that affect children outcomes

- High quality classrooms, well-trained teachers
- English language acquisition for ELs
- Special needs and accommodations
- High levels of language discourse used in the classroom, playground, at home by adults and children
- Instruction that includes playful explorations and experimentation



# Foundations (Continued)

- **Beliefs**

- Development in the content learning domains such as language and literacy, and mathematics, contribute to young children's readiness for school

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- The kind and amount of support needed by young children to accomplish these foundations will vary from child to child.

(Bowman, Donovan & Burns, 2000; Shonloff & Phillips, 2000; NAEYC & NAESC/SDE, 2002)



# California Preschool Learning Foundations

Foundations have been drafted in 4

## Domains

- SOCIAL-EMOTIONAL DEVELOPMENT
- LANGUAGE AND LITERACY
- ENGLISH LANGUAGE DEVELOPMENT (EL)
- MATHEMATICS



# California Preschool Learning Foundations

Each Domain is divided into Strands

– Domains

English Language  
Development

Strands

Listening  
Speaking  
Early Reading  
Early Writing



# California Preschool Learning Foundations

- Strands have **sub-strands**, and sub-strands may have examples of the desired breadth and depth of competencies that each domain covers.
- Foundations are designed for 3-year-old and 4-year-old children.
- 3-year-olds refers to children's competencies at approximately 48 months of age.
- 4-year-olds refers to children's competencies at approximately 60 months of age.



# ENGLISH LANGUAGE DEVELOPMENT DOMAIN

- Specifically designed for children entering preschool with little, no English, mixture of oral languages.
- Their learning of concepts and learning of language will be sequential, multifaceted, or concurrent.
- The EI Domain and foundations are defined by three levels; Early, Middle, and Later –unlike the others that are linked to age.



# Audience Activity

- Shared reading (23 pages) (10 minutes)
- Elect a reporter
- Read and prepare
  - Introduction/Background
  - Strands, sub-strands, foundations, examples
  - Bibliographic Notes
- Report out



# **Preschool English Learners: *Principles and Practices to Promote Language, Literacy and Learning***



## Chapter 1

# Introduction to the EL Guide

- Core Beliefs
- Principles and Practices
- Summary of Guide by Chapter
- Key to the Resource Guide



## Chapters 2 and 3

- Chapter 2 – English Learners in CA and role of families in language and literacy development
- Chapter 3 – Connecting First and Second Language



## Chapter 4

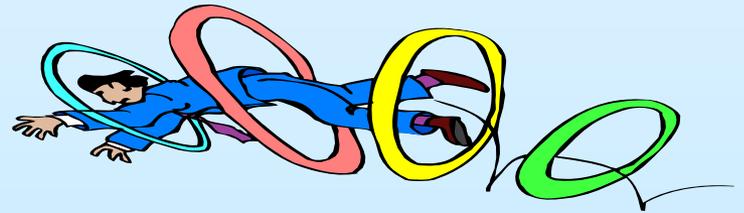
# Paths to Bilingualism

- Simultaneous language acquisition refers to learning two (or more) languages within the same span of time; also known as simultaneous bilingual
- Successive second language acquisition refers to the process of learning a second language after having reached at least basic mastery in the first language; also known as sequential bilingual.
- Receptive bilingualism refers to learning a second language with few opportunities to speak it. Children understand a great deal more than they are able to express in words. Learn through exposure, not active use.



# Cross Language Transfer

- The skills, background knowledge, and cognitive strategies that children transfer between the first and second language.
- **Communication and social skills**
  - Turn taking
  - Initiating a conversation
- **Academic skills**
  - Letter knowledge
  - Appropriate use of school supplies





## Chapter 5

# Stages and Strategies in Second Language Acquisition

- Home language stage
- Observational/listening stage
- Telegraphic/formulaic speech stage
- Fluid language use stage



# Academic English

- Used in many school activities, lessons.
- Requires use of written and spoken language, longer and more complex sentence structure.
- Requires mastery of larger and content vocabulary.
- Often offers less context clues for child to grasp meaning.





# Social English

- Used in relaxed interactions with peers and adults.
- Relies mostly on spoken language, using short, simple sentences.
- Caution: May mislead teachers/adults to think child is ready to learn and comprehend complex concepts in second language.





# Stages of Language Acquisition



“A World Full of  
Language”  
Successive  
Bilingualism  
Video



## Chapter 6

# Code Switching/Language Loss

- Code Switching is a normal part of language development for many bilingual children
- Many children lose much of their first language as they go through the U.S. school system



## Chapter 7

# Preschool Children with Special Needs

## Intentionality

- Be mindful of the many opportunities to engage in literacy activities
- Consider each child's unique language, communication (and other developmental) needs
- Interactions with parents are opportunities to promote their child's language and literacy



# Literacy Strategies for Children with Special Needs

- Children with disabilities benefit from concrete, multisensory approaches
- Literacy should be part of their preschool curriculum
- Strategies should take into account the child's unique strengths and learning needs



## Chapter 8

# Early Literacy Practices

- 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.



# Connecting Home and School Literacy Practices

- *Handout 8A: Identifying the Early Literacy Skills Found In Songs, Books, and Rhymes Used by Families*
- 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.



# Early Literacy Experiences

- During the process of early literacy, children have experiences that assist them in their language and literacy development. Phonological awareness, print awareness, environmental print, and alphabetic knowledge are some of the early literacy experiences that help promote reading readiness.



# Example: Children's Rhymes and Songs as Early Literacy Experiences

- **Pim-póm**

Pim-pom es un muñeco muy guapo y de cartón.

Se lava la carita con agua y jabón.

Se desenreda el pelo con peine de marfil, y aunque se dé tirones no llora ni hace así.



- **Compadre cómpreme un coco**

Compadre cómpreme un coco. Compadre no compro coco. Porque como poco coco, poco coco compro.





# Literacy skills introduced in rhymes:

- Rhyming
- Letter knowledge
- Hygiene practices
- Social graces
- Multi-syllabic words
- Pride in family traditions...



# How this applies to Special Education

- Rhythm and music are highly motivating for ALL children
- Repetition is crucial for learning
- Peer interaction supports imitation and observation
- Opportunities to rehearse social interactions
  - Generalize later in naturally occurring situations
  - Practice rules such as turn-taking & reciprocity



# Video Viewing

- View the “Moving Toward Literacy” section of the VHS/DVD, *A World Full of Language*
- Note key points and strategies mentioned in the video
- Share with your table

**“Moving Toward  
Literacy Video”**



# Step 1: Making Stories Come Alive

- How did the teachers in the video introduce the reading topic (pre-reading activity)?
- What did the teachers do to support oral language development that eventually led to a purposeful writing activity?
- How did these two previous experiences then lead to children's drawings and dictation of stories?



## Step 2: Making Stories Come Alive

- In small groups of three or four, generate ideas on a children's book selected from the table. Chart responses to the following:
  1. concrete pre-reading activities and experiences for children
  2. ways to support the development of oral vocabulary
  3. opportunities to engage in a related writing activity

\* Note – Take each language development level into consideration when planning activities for children
- Share what you developed with the whole group



# Group Discussion: Making Stories Come Alive

Further discuss the following questions:

- How would the topic be understood without pre-reading activities?
- Could English learners grasp all the concepts in the book with one or two read aloud activities?
- Did you include ideas that addressed the language development of English learners with special needs?



# Environmental Print

- Billboards
- Posters
- Food/Product packaging
- Magazines
- Newspapers
- Advertisements
- Store/Traffic signs



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# Environmental Print Activity

- As one way to capitalize on children's recognition of environmental print, take 15 minutes to create an environmental print book from the advertisements, magazines, and literature we've brought.
- Be as simple or as creative as you'd like.
- Display this book in the learning center of your choice.



# Early Literacy Explorations

- Take a few minutes to read *Handout 8E: Early Literacy Explorations*
- In small groups, select two or three items from the list of activities
- Talk with your group and write your thoughts about how the activities relate to eventual reading and writing



# Early Literacy Explorations (2)

- Volunteers share their thoughts with whole group
- Read what the research says
- Compare it to your own experiences
- Talk to your partner about your findings



# Early Literacy Explorations (3)

- Consider the value of taking the time to do this with each activity that is part of the weekly or unit plan
- How can such a process help explain skills being taught to parents and other family members? To visitors?  
To community volunteers?





# Carrousel of Literacy Activities

- Number tables from 1 to 4
- Go to each poster and perform literacy activity on each poster
- Review list of literacy activities, discuss and decide what early literacy components are being presented to children
- Move on to the next poster



# Closure

- Find the sections **Selected References for Parents** and **Selected References for Teachers** in the Guide and become familiar with the many resources on this topic, including several that are free and downloadable.
- Summarize Chapter Eight



# SUMMARY REMARKS

- Programs need to use researched based, prove practices.
- Children know and are able to do much more than we have believed.
- English language learners can learn multiple concepts and languages simultaneously.
- Teachers need to be supported, trained, and compensated accordingly.



# SUMMARY REMARKS

- ABOUT FOUNDATIONS
- Foundations can help educators improve the selection of curriculum, instruction, and the preparation of children.
- Foundations can help educators better understand how children learn a second language and new concepts.
- Foundations can help parents and administrators set realistic outcomes and targets for children who are EIs and participate in preschool.