

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

CHAPTER 8 Recommended Early Literacy Practices
PRINCIPLE 9
Engaging in multiple literacy practices, such as reading books, singing songs, and reciting poetry, is part of the daily life of many families.

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

NAEYC STANDARDS FOR DEGREE PROGRAMS
 Standard 1: Promoting Child Development and Learning
 NBPTS EARLY CHILDHOOD GENERALIST STANDARDS
 Standard 1: Understanding Young Children
 Standard 4: Promoting Child Development and Learning
 Standard 5: Knowledge of Integrated Curriculum

KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
1.1 How the social interactions and physical environment of an early childhood setting impact children’s well-being and development 1.2 How to promote young children’s physical and psychological health, safety, and sense of security 1.3 The impact of adult and peer relations on development and learning 1.4 Theory and research about the importance and impact of relationships and quality interactions in early childhood settings and the family 1.5 The importance of respecting each child as an individual with his/her own abilities, feelings, and culture 1.6 How societal changes, including increasing working mothers poverty, single parent families, and English learners impact the need for preschool education 1.7 How children gain knowledge and understanding by building on prior experiences with their families and community 1.8 Cultural differences in social conventions, authority structures, age-related expectations and perceptions of and involvement in education 1.9 Language and literacy development	1.1 Promote children’s physical and psychological health, safety, and sense of security 1.2 Create warm and supportive relationships with all children and families 1.3 Explain the impact of societal changes on program and curriculum development 1.4 Consider and plan for how language learning, home language support, and communication goals will be addressed in the program and for all children 1.5 Build on previous linguistic experiences of children, particularly what children know in their home languages 1.6 Articulate and demonstrate practical ways to connect first and second languages 1.7 Help children to understand the assets associated with being bilingual 1.8 Develop and implement strategies to support children’s language and literacy development

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

NAEYC STANDARDS FOR DEGREE PROGRAMS
 Standard 2: Building Family and Community Relationships
 NBPTS EARLY CHILDHOOD GENERALIST STANDARDS
 Standard 7: Family and Community Partnerships

KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
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<p>2.1 Research on family relationships and the social ecology of young children</p> <p>2.2 The ways in which children’s families and communities, including their culture, language, and history can affect children’s participation in the program and their overall development</p> <p>2.3 The importance of establishing positive relationships with families of children in programs</p> <p>2.4 Various methods of communicating information to families that foster strong relationships</p> <p>2.5 The multiple responsibilities and challenges that face parents and families</p> <p>2.6 The experience of immigrants</p> <p>2.7 Families’ roles and beliefs as related to language and literacy development</p> <p>2.8 Ways to involve families in their children’s development and learning</p> <p>2.9 Strategies to help parents feel welcomed and involved in the program</p> <p>2.10 Methods to connect home and school language practices</p> <p>2.11 The range of parents’ knowledge about the ways that language is learned and bilingualism</p>	<p>2.1 Demonstrate an interest in and respect for children’s community and cultural backgrounds</p> <p>2.2 Create culturally responsive programs that utilize a variety of strategies to communicate with families about routines, customs, home environments, and communities</p> <p>2.3 Articulate about their own culture and show curiosity about others’ history and beliefs</p> <p>2.4 Incorporate parents’ preferences and goals, related to their children’s development and educational experience, and support the involvement of parents in helping children to attain those goals</p> <p>2.5 Incorporate families’ languages, cultures, and customs into the program</p> <p>2.6 Provide opportunities for all families to become engaged in the program and their children’s learning and development</p> <p>2.7 Explain specific information regarding program expectations, early learning foundations, and transition to kindergarten</p> <p>2.8 Listen to and learn from families, using a variety of means</p>
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CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

NAEYC STANDARDS FOR DEGREE PROGRAMS
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
NBPTS EARLY CHILDHOOD GENERALIST STANDARDS
Standard 3: Assessment
Standard 5: Knowledge of Integrated Curriculum

KNOWLEDGE

Students demonstrate an understanding of:

SKILLS

Students are able to:

3.1 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds

3.1 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds

CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX

NAEYC STANDARDS FOR DEGREE PROGRAMS
Standard 4: Teaching and Learning
NBPTS EARLY CHILDHOOD GENERALIST STANDARDS
Standard 1: Understanding Young Children
Standard 2: Equity, Fairness, and Diversity

KNOWLEDGE

Students demonstrate an understanding of:

SKILLS

Students are able to:

4.1 How culturally responsive teaching practices, curricula, and program environments can influence children’s learning and development

4.2 The teacher’s role in encouraging and supporting appreciation and respect for individual and group similarities and differences

4.3 How teachers’ own values affect their attitudes

4.1 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children’s development with sensitivity to language and culture

4.2 Develop processes for integrating families’ child-rearing and language practices in the program

4.3 Support and teach children to appreciate and

and behaviors in the classroom 4.4 The importance of supporting children’s development of their primary language and culture as a foundation for continued learning	reflect on individual and group similarities and differences 4.4 Support children’s development of their primary language
CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 5: Growing as a Professional NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 8: Professional Partnerships Standard 9: Reflective Practice	
KNOWLEDGE Students demonstrate an understanding of:	SKILLS Students are able to:
5.1 Current issues and topics in the field of early childhood education, such as the need for high-quality preschool programs, the impact of societal changes on the need for preschool, research on early brain development, the needs of English language learners, and preparing children for kindergarten 5.2 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds	5.1 Identify and describe current issues in the field of early childhood education 5.2 Educate policy makers, parents, and community members about early childhood education practices 5.3 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds