

Order Form

BUSINESS HOURS: 8:00 a.m.–4:30 p.m., PST

SCHOOL/DISTRICT (if applicable) PUBLIC PRIVATE

NAME/ATTENTION _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

COUNTY _____ DAYTIME TELEPHONE _____

E-MAIL ADDRESS _____

To order call: 1-800-995-4099

MONDAY THROUGH FRIDAY • FAX 916-323-0823

- PAYMENT METHOD:** CHECK (Payable to California Department of Education)
- VISA
- MASTERCARD
- PURCHASE ORDER



NAME ON CARD _____

CREDIT CARD NUMBER _____

EXPIRATION DATE _____

AUTHORIZED SIGNATURE _____

Item No.	Title	Quantity	Price each	Total
001703	Preschool English Learners, Second Edition		\$15.95	\$
001673	A World Full of Language (DVD, 61 min., English and Spanish)		19.95	
009688	A World Full of Language (Booklet, 25/pkg., English and Spanish)		29.95	

Mail completed order form to:

**California Department of Education
CDE Press Sales Office
1430 N Street, Suite 3207
Sacramento, CA 95814-5901**

Visit our Web site: <http://www.cde.ca.gov/re/pn/rc>

Note: Mail orders must be accompanied by a check, a purchase order, or a VISA or MasterCard credit card number, including the expiration date and your signature. Purchase orders without checks are accepted from educational institutions, businesses, and governmental agencies. Purchase orders may be placed by FAX at 916-323-0823. Telephone orders will be accepted toll-free (1-800-995-4099) for credit card purchases. Please do not send cash. Stated prices are subject to change. Please order carefully; include the correct item number and quantity for each publication ordered. **All sales are final.**

PRICES AND AVAILABILITY OF PUBLICATIONS ARE SUBJECT TO CHANGE WITHOUT NOTICE.

SUBTOTAL	\$
California residents add county sales tax.	\$
Shipping and handling charges (See chart below.)	\$
TOTAL	\$

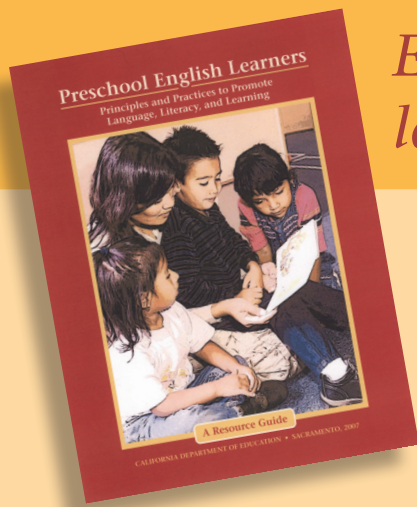
Number of items	Shipping and Handling Charges
1–50	\$4.95 per order plus \$1.00 per item
51+	Call 1-800-995-4099 for discounted rate

Preschool English Learners

Principles and Practices to Promote Language, Literacy, and Learning



California Department of Education
Sacramento, 2007



Everyone involved in the education of preschool English learners will find this publication to be a valuable reference.

The California Department of Education is pleased to announce the publication of a new resource guide titled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*. This publication is an updated, expanded version of the Department's 1998 publication, *Fostering the Development of a First and Second Language in Early Childhood*.

The new guide offers teachers, administrators, consultants, and family members a user-friendly review of current research on how to support the language development of English learners during the preschool years (ages three to five). It has been enthusiastically received by approximately 2,000 participants in a pilot series of training and has become an important resource for preschool teachers.



Chapter One presents a set of core beliefs that governs the content. Those beliefs are grounded in research on the language development of young English learners and establish a foundation for effective practices to support their learning.



Chapter Two provides an up-to-date description of English learners in California. It also describes ways in which home, school, and community influence the language development and experiences with literacy of young children.



Chapter Three continues to explore factors that often affect language development and literacy among English learners. It focuses on the literacy skills children bring from their home language and the kinds of literacy activities they engage in with their families.



Chapter Four describes the various paths to bilingualism, and **Chapter Five** gives an overview of how second language acquisition occurs. Both chapters also examine how children acquire and use language as a tool to participate with others in everyday activities in a variety of learning contexts.



Chapter Six presents code switching, referring to a child alternating between languages when communicating. It describes the value of encouraging the quality and quantity of experiences with each language and the importance of a supportive social climate for learning more than one language.



Chapter Seven presents a discussion on working with English learners with disabilities or other special needs. It emphasizes that most of the strategies suggested throughout the guide apply to this population and that many of the strategies for teaching children with disabilities or other special needs are effective with all English learners and their peers in preschool.



Chapter Eight offers a set of recommended literacy practices for preschool English learners. Like all other children, English learners have a range of interests and are motivated to participate in many different kinds of learning. This chapter describes how carefully planned literacy activities can provide children with opportunities to learn about early reading and writing across a variety of contexts. These activities allow young children to build knowledge and skills related to reading and writing and contribute significantly to their learning, development, and school readiness.

Each chapter presents one or more of the guide's ten principles promoting preschool English learners' language development, literacy, and learning. Each principle corresponds to a set of practices that teachers can implement with children and their families.

A World Full of Language

A companion DVD, *A World Full of Language*, provides English and Spanish narration and closed-captioning.

