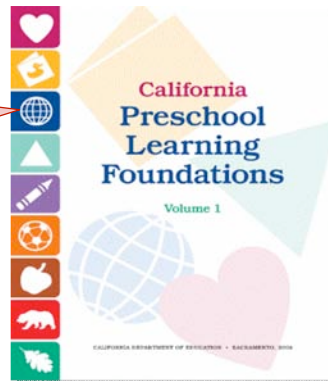


English-Language
Development Domain
California Preschool Learning Foundations
Volume 1

English-Language
Development



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California Preschool Learning Foundations

1. Describe typical development, under conditions appropriate for healthy development, rather than aspirational expectations for children's behavior.
2. Assume learning for *all* children occurs in everyday environments through social interactions, relationships, activities, and play.
3. Are guidelines and teaching tools, *not* a list of items to be taught or used for assessment.

California Preschool Learning Foundations

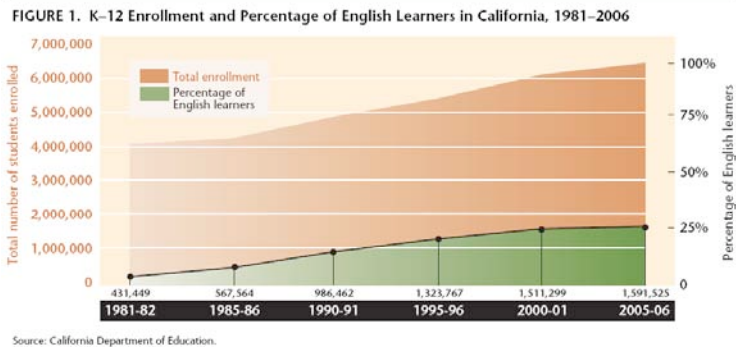
- Are intended to be representative of and accessible to *all* learners, including children with disabilities and those learning English as a second language.
- Incorporate universal design for learning by encouraging *multiple and various* means of:
 - Representation
 - Engagement
 - Expression

Students and Young Children in California

- 1 in 4 students in California in kindergarten through 12th grade are English learners (CDE, 2006).
- 39% of children in California between 3 and 5 years of age are English learners (Children Now, 2007).



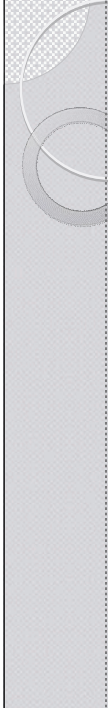
K-12 Enrollment and Percentage of English Learners in California, 1981-2006



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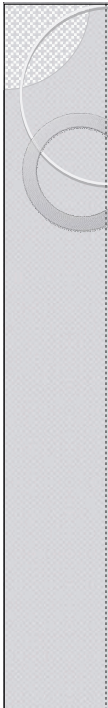
English Learners

- The term “English learners” refers to children whose first language is not English and includes children who:
 - Are learning English for the first time in the preschool setting.
 - Have developed various levels of English proficiency.



Preschool Learning Foundations in English-Language Development Domain

- Describe typical developmental progression of language and literacy for children whose first language is not English.
- Can be demonstrated in a variety of settings in both teacher-initiated and naturally occurring child-initiated activities.



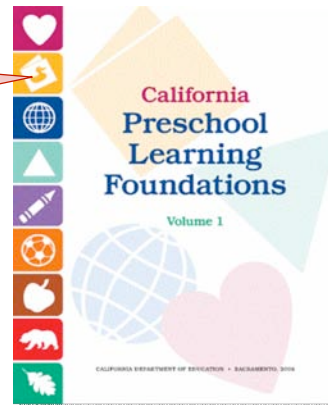
Preschool Learning Foundations in English-Language Development Domain

- Intended for use with children who arrive at preschool functioning predominately in their first language, which is a language other than English.
- Designed to assist teachers in their understanding of children's progress toward English-language proficiency.

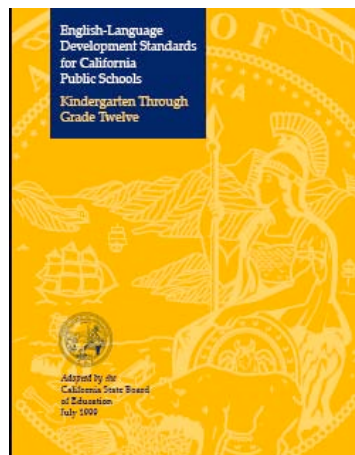
Preschool Learning Foundations in English-Language Development Domain

Language
and
Literacy

- Intended to be used *with* the foundations in language and literacy.



Preschool Learning Foundations in English-Language Development Domain



- Aligned with the English-Language Development Standards for students kindergarten through 12th grade.

Bilingualism

Simultaneous Bilingualism

The process of acquiring two languages beginning at birth or sometime during the first year of life.

Sequential Bilingualism

The process of beginning to acquire English after making significant progress toward acquisition of the home language.

Stages of Learning a Second Language

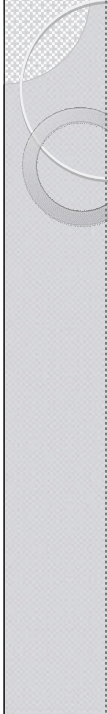
Stages of Learning a Second Language

Use of home language to communicate

Observational and listening period

Telegraphic and formulaic speech

Fluid language use



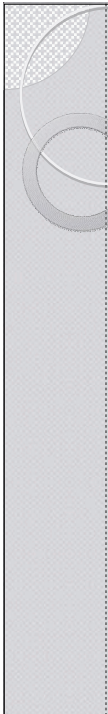
Stages of Learning a Second Language

Use Of Home Language

- Children will use their home language when and where it works.

Observational and Listening Period

- Children are quiet but listening and watching and possibly trying out gestures and sounds.



Stages of Learning a Second Language

Telegraphic and Formulaic Speech

- Children use a few important words, such as labels and actions, but omit many other words. They may use memorized phrases without complete understanding of the meaning or function.

Fluid Language Use

- Children can use full sentences in a variety of contexts, but are still learning and expanding their knowledge of the language.

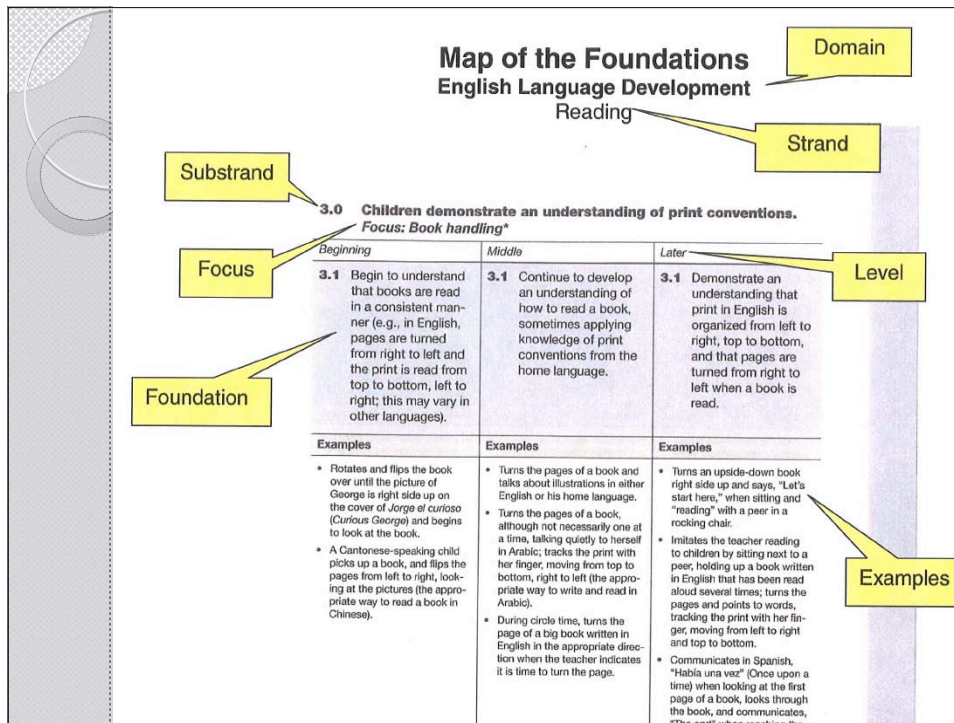
Categories of English-Language Development

- Listening
- Speaking
- Reading
- Writing



Structure of the Domain: Developmental Progression

- Organized by a continuum of levels of “beginning,” “middle,” and “later.”
- Provides a framework for understanding children’s second language development in listening, speaking, reading, and writing.



Structure of the Domain: Developmental Progression

- Allows for variability in development across the foundations within the categories of English-language development.
- Encompasses variability in rate of progression through the levels.



Structure of the Domain: A Developmental Progression

- Beginning Level

Is characterized by:

- ✓ Age-appropriate skills in the home language.
- ✓ Developing receptive English abilities, when introduced to English.
- ✓ Typically speaking very little.
- ✓ Development of an understanding of English based on their home language.



Structure of the Domain: A Developmental Progression

- Middle Level

Is characterized by:

- ✓ Increasing expressive English language skills.
- ✓ Repetition and increased vocabulary.
- ✓ Continually developing comprehension.



Structure of the Domain: A Developmental Progression

- Later Level

Is characterized by:

- ✓ Stronger comprehension skills.
- ✓ The use of English to learn across a variety of curriculum content areas.
- ✓ Continuing to improve grammar.
- ✓ Engaging in the majority of classroom activities in English.