Focus Statement
Students explore the rationale and organization of the English-language development domain in the *California Preschool Curriculum Framework, Volume 1*, as well as its relation to the domain in the *California Preschool Learning Foundations, Volume 1*.

Before You Start
As students work through this key topic, they will explore the organization of the English-language development domain in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1), as well as its relation to the domain in the *California Preschool Learning Foundations, Volume 1* (PLF, V1).

At the beginning of this instructional guide, Unit 1 in Key Topic 1 covers the overall organization of the PCF, V1 and its four domains. That coverage is more extensive than what is available here for this domain. If you have done that key topic, you probably won’t need to do all of the work here in introducing students to the organization of this individual domain. Some of what is suggested here is similar to what is done in Key Topic 1 in Unit 1. If you are covering this domain independently from the rest of the PCF, V1, you might find this key topic specifically for English-language development more helpful.

It will be important to be familiar with the English-language development domain in both the foundations and curriculum framework before you begin this work with students. As noted in the PCF, V1 on page 186, it is important to recognize that, in the preschool learning foundations, the developmental levels in the English-language development domain do not match those in other domains. That is because children who are English learners could be at varying stages in their development of English as they enter preschool and could progress at varying rates as English learners. For that reason, the levels in English-language development in the foundations are “beginning,” “middle,” and “later” and are not related to age as they are in the other domains in the foundations. This is described in greater detail in the *California Preschool Learning Foundations, Volume 1* on pages 107-111.

There are 4 strands and 11 substrands in the English-language development domain. These numbers will guide how you divide students for the active learning work below.
Depending on the number of students in your class, it might work best to use pairs, or you might need to give more than one substrand to a group or assign more than one pair or group to a substrand. This key topic can be covered in a short period of time or extended by lengthier discussion of the included questions to give greater depth to students’ understanding of where things are in the English-language development domain of the PCF, V1.

This key topic leads students through a fairly straightforward introduction to the rationale and organization of the English-language development domain. Deeper exploration of the content is available in key topics for the English-language development domain that follow this one. Note that in this domain only, the guiding principles for the domain are addressed in the key topic relating to environments and materials—Key Topic 2 in this unit.

Questions for reflection are provided at the end of each English-language development strand in the curriculum framework. These tend to guide reflection related to practice and will be referred to again in the other key topics in this unit on the English-language domain. The questions for reflection that are offered in this key topic are intended to support students’ experience in encountering the organization of the English-language development domain in the California Preschool Curriculum Framework, Volume 1.

### Information Delivery

**Subtopic 1: Rationale for the English-language Development Domain**

- The rationale for this topic is stated in the initial paragraph on page 178 of the PCF, V1. Also, the role of preschool programs is described on page 5: “Preschool programs can best support young children by planning curriculum that fosters English-language development and keeps the children connected to the language of their families.”

- In 2008, it was estimated that 42 percent of five-year-old children in California are English learners. About 85 percent of these children speak Spanish at home, but many other languages are spoken at home as well (PCF, V1, p. 4).

The following content can be used to lead students into this key topic and/or is referenced in this key topic. This content may be delivered through lectures and/or assigned readings.

- “The strategies described in the social-emotional development, language and literacy, and mathematics
chapters are applicable and essential for all preschool children, including those who are English learners. However, many young children who are English learners will need the adaptations described in this chapter as they are developing their proficiency with the English language” (PCF, V1, pp. 178-179).

• The structure of the English-language development domain (in both the foundations and the curriculum framework) is different from the other three domains in the PCF, V1. This is partly based on the need to provide more contextual and core information for this domain. Also, these differences are based on the understanding that English learners will enter preschool programs with varying levels of experience with English and will progress through their English-language development at varying rates over different amounts of time. This is described in the California Preschool Learning Foundations, Volume 1 on pages 107-111, and this information applies to the domain in the California Preschool Curriculum Framework, Volume 1 as well.

• Stages of second-language learning are presented on pages 185-186 of the PCF, V1. These are predictable stages through which children pass as they learn a second language. Chapter 5 of the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed. is devoted to deeper exploration of these stages and also provides some strategies that teachers can use to support children in these stages.

Active Learning  

Subtopic 2: Organization of the English-language Development Domain

Getting it started
Organize students into pairs. Make sure that each pair has at least one print copy of the California Preschool Curriculum Framework, Volume 1 and a supply of Post-it® notes. Ask them to find and tab the following sections in the PCF, V1. It might be helpful for students to label the sections on their Post-it® notes.

• Domain Guiding Principles (pp. 180-181)
• Environments and Materials (pp. 181-183)

• Cultural Context of Learning (p. 185)

• Stages of Second-Language Development (including research highlight) (pp. 185-186)

• Assessment Approaches for Preschool English Learners (pp. 186-187)

• Summary of the Strands (p. 184)

• Summary of the Strands and Substrands (p. 184)

• Strands: Listening, Speaking, Reading, Writing (pp. 188, 196, 206, and 219)

• Substrands in each strand (pp. 189, 197, 200, 201, 207, 209, 210, 212, 213, 214, and 220)

• Engaging Families (pp. 194, 204, 217, and 222)

**Keeping it going**

When the students have finished the tabbing described in “Getting it started” and are still in pairs, ask each pair to tab the following elements for each of the 11 substrands. This should not take more than about 10 minutes, and going through each of the 11 substrands will help students gain some familiarity with what is available in the English-language development domain. Ask the students to complete these two tasks:

• Find the vignettes and teachable moments for each substrand.

• Find the suggested interactions and strategies for each substrand. Note that these are not labeled in a separate section but follow each vignette. It might help to guide students to find these in the first substrand on page 190 of the PCF, V1 as an example.

When students have finished this tabbing, ask them to find what else is in the domain that is important but has not been tabbed.

Be sure they note the “Research Highlights,” “Questions for Reflection,” and “Teacher Resources” among other topics they find.
At this point, it is important to point out the parallel organization of the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) and the *California Preschool Learning Foundations, Volume 1* (PLF, V1).

While the students are still in pairs, ask each student to find the summary of strands and substrands for the English-language development domain on page 184 of the PCF, V1.

Then direct them to the appendix on page 180 of the *California Preschool Learning Foundations, Volume 1* (PLF, V1), which summarizes the strands, substrands, and foundations for the English-language development domain. This can also be found in Handout 1 following this key topic. Ask them to compare these two documents and respond to these two questions:

- What do you see?
- Why do you think it is like that?

This is a good time to point out that the foundations are the *what* and the curriculum framework is the *how*. It is also important to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance.

The relationship of the foundations to the curriculum framework is more fully described in Unit 2 of this instructional guide.

The extent to which this relationship is explored here will depend on how much of Unit 1 of this instructional guide you have used or on the students’ familiarity with the early childhood education system in California.

**Taking it further**

The English-language development domain includes some introductory material that is not addressed in other domains of the PCF, V1:

- Cultural Context of Learning (p.185)
- Stages of Second-Language Development (pp.185-186)
- Assessment Approaches for Preschool English Learners (pp.186-187)
Ask students to find these topics, read through them, and prepare two or three key points for each of these topics. Then ask them to find a partner and compare their key points. Ask them to discuss their points and come to consensus about what they should be.

This could be followed by a class discussion to see if a class consensus can be developed.

**Putting it together**
Finish by asking these questions:

- Did you encounter any new vocabulary?
- What would you like to go back to in this domain and look at in more depth?

These two questions can be used for discussion or as a follow-up written assignment. They could also be used in combination with the questions for reflection.

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**Reflection**

The following reflective questions can be addressed by journaling or in a class discussion:

- What ideas stood out for you in looking at the organization of this domain?
- How will these influence your work in early care and education?
- What else would you like to know about how to support children in English-language development?
## English-Language Development

### Listening

**1.0 Children listen with understanding.**

**Focus: Beginning words**

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<tr>
<td>1.1</td>
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<tr>
<td>Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</td>
<td>Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</td>
<td>Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</td>
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**Focus: Requests and directions**

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<td>Begin to follow simple directions in English, especially when there are contextual cues.</td>
<td>Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</td>
<td>Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</td>
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**Focus: Basic and advanced concepts**

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<td>Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>Begin to demonstrate an understanding of words in English related to basic concepts.</td>
<td>Demonstrate an understanding of words in English related to more advanced concepts.</td>
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### Speaking

**1.0 Children use nonverbal and verbal strategies to communicate with others.**

**Focus: Communication of needs**

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<td>1.1</td>
<td>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</td>
<td>Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).</td>
<td>Show increasing reliance on verbal communication in English to be understood by others.</td>
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**Focus: Vocabulary production**

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<td>1.2</td>
<td>Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</td>
<td>Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</td>
<td>Use new English vocabulary to share knowledge of concepts.</td>
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**Focus: Conversation**

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<td>1.3</td>
<td>Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</td>
<td>Sustain a conversation in English about a variety of topics.</td>
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</table>
1.0 **Children use nonverbal and verbal strategies to communicate with others.**

**Focus: Utterance length and complexity**

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<td>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.4 Use two- and three-word utterances in English to communicate.</td>
<td>1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</td>
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**Focus: Grammar**

| 1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English. | 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors. |

**Focus: Inquiry**

| 1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.6 Begin to use “what” and “why” questions in English, sometimes with errors. | 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors. |
2.0 Children begin to understand and use social conventions in English.

**Focus: Social conventions**

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<td>2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Demonstrate a beginning understanding of English social conventions.</td>
<td>2.1 Appropriately use words and tone of voice associated with social conventions in English.</td>
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3.0 Children use language to create oral narratives about their personal experiences.

**Focus: Narrative development**

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<td>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</td>
<td>3.1 Produce simple narratives in English that are real or fictional.</td>
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### Reading

1.0 **Children demonstrate an appreciation and enjoyment of reading and literature.**

**Focus: Participate in read-aloud activity**

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<tr>
<td>1.1</td>
<td>Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</td>
<td>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</td>
<td>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</td>
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**Focus: Interest in books and reading**

|                  |                                                                 |                                                                 |                                                                 |
|------------------|----------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------
| 1.2              | “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books. | 1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books. | 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English. |
2.0 Children show an increasing understanding of book reading.

Focus: Personal connections to the story

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<td>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</td>
<td>2.1 Begin to engage in extended conversations in English about stories.</td>
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Focus: Story structure

| 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 2.2 Retell a story using the home language and some English when read or told a story in English. | 2.2 Retell in English the majority of a story read or told in English. |

3.0 Children demonstrate an understanding of print conventions.

Focus: Book handling

| 3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages). | 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language. | 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read. |
4.0 Children demonstrate awareness that print carries meaning.

**Focus: Environmental print**

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<td>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</td>
<td>4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</td>
<td>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</td>
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5.0 Children demonstrate progress in their knowledge of the alphabet in English.

**Focus: Letter awareness**

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<td>5.1 Interact with material representing the letters of the English alphabet.</td>
<td>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</td>
<td>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</td>
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**Focus: Letter recognition**

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<tr>
<td>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</td>
<td>5.2 Identify some letters of the alphabet in English.</td>
<td>5.2 Identify ten or more letters of the alphabet in English.</td>
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6.0 Children demonstrate phonological awareness.

**Focus: Rhyming**

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<tr>
<td>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</td>
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**Focus: Onset (initial sound)**

| 6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. | 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support. | 6.2 Recognize and produce words that have a similar onset (initial sound) in English. |

**Focus: Sound differences in the home language and English**

| 6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.) | 6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language. | 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support. |
Writing

1.0 Children use writing to communicate their ideas.

**Focus: Writing as communication**

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<tr>
<td>1.1</td>
<td>Begin to understand that writing can be used to communicate.</td>
<td>Begin to understand that what is said in the home language or in English can be written down and read by others.</td>
<td>Develop an increasing understanding that what is said in English can be written down and read by others.</td>
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**Focus: Writing to represent words or ideas**

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<td>1.2</td>
<td>Begin to demonstrate an awareness that written language can be in the home language or in English.</td>
<td>Begin to use marks or symbols to represent spoken language in the home language or in English.</td>
<td>Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</td>
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**Focus: Writing their name**

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<td>1.3</td>
<td>Write marks to represent their own name in a way that may resemble how it is written in the home language.</td>
<td>Attempt to copy their own name in English or in the writing system of their home language.</td>
<td>Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</td>
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</table>