“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” (PCF, V1, p. 5).
• In 2008, it was estimated that 42 percent of five-year-old children in California were English learners.

• About 85 percent of these children speak Spanish at home, but many other languages are spoken as well (PCF, V1, p. 4).

• The strategies described in the California Preschool Curriculum Framework, Volume 1 are applicable and essential for all preschool children, including those who are English learners.

• However, many young children who are English learners will need adaptations as they are developing their proficiency with the English language (PCF, V1, pp. 178-179).
Stages of Second-Language Development

1. *First stage.* The child uses her home language to try to communicate.

2. *Second stage.* The child figures out that he is not successful using the home language with English speakers, so he passes through a period of observation and listening.

3. *Third stage.* The child attempts to use English in a more abbreviated form through the use of one-word sentences or phrases.

4. *Fourth stage.* The young child begins to use more elaborated phrases and short sentences to communicate in English.

Organization of the English-Language Development Domain

- Domain Guiding Principles
- Environments and Materials
- Cultural Context of Learning
- Stages of Second-Language Development
- Assessment Approaches for English Learners
- Summary of the Strands
- Summary of the Strands and Substrands
- Strands: Listening, Speaking, Reading, Writing
- Substrands in each strand
- Engaging Families
Organization of the English-Language Development Domain

- Vignettes
- Teachable moments
- Suggested interactions and strategies

Summary of the Strands and Substrands

Listening
1.0 Children Listen with Understanding

Speaking
1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others
2.0 Children Begin to Understand and Use Social Conventions in English
3.0 Children Use Language to Create Oral Narratives About Their Personal Experiences
Summary of the Strands and Substrands

Reading

1.0  Children Demonstrate Appreciation and Enjoyment of Reading and Literature
2.0  Children Show an Increasing Understanding of Book Reading
3.0  Children Demonstrate an Understanding of Print Conventions
4.0  Children Demonstrate Awareness That Print Carries Meaning
5.0  Children Demonstrate Progress in Their Knowledge of the Alphabet in English
6.0  Children Demonstrate Phonological Awareness

Writing

1.0  Children Use Writing to Communicate Their Ideas
Rationale of the English-Language Development Domain

- Cultural Context of Learning (PCF, V1, p. 185)
- Stages of Second-Language Development (PCF, V1, pp. 185-186)
- Assessment Approaches for Preschool English Learners (PCF, V1, pp. 186-187)

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?