California English Language Development

Pre-K

Listening 1

1 Children listen with understanding 1.1.0

- 1 Beginning: Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker. 1.1.1
- 1 Middle: Demonstrate under standing of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity. 1.1.1
- 1 Later: Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and pos sessives) in both real and pretend activity. 1.1.1
- 2 Beginning: Begin to follow simple directions in English, especially when there are contextual cues. 1.1.2
- 2 Middle: Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. 1.1.2
- 2 End: Follow directions that involve a one- or two-step sequence, relying less on contextual cues. 1.1.2
- 3 Beginning: Demonstrate an understanding of words related to basic and advanced con cepts 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). 1.1.3
- 3 Middle: Begin to demonstrate an understanding of words in English related to basic concepts. 1.1.3
- 3 End: Demonstrate an un derstanding of words in English related to more advanced concepts. 1.1.3

Speaking 2

1 Children use nonverbal and verbal strategies to communicate with others. 2.1.0

- 1 Beginning: Use nonverbal com munication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others. 2.1.1
- 1 Middle: 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). 2.1.1
- 1 End: Show increasing reliance on verbal communication in English to be understood by others. 2.1.1
- 2 Beginning: Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an inter preter if necessary). 2.1.2

Skip to main content

2 Middle: Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech). 2.1.2

2 End: Use new English vocabulary to share knowledge of concepts. 2.1.2

3 Beginning: Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 2.1.3

3 Middle: Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English). 2.1.3

3 End: Sustain a conversa tion in English about a variety of topics. 2.1.3

4 Beginning: Use a range of utter ance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an inter preter if necessary). 2.1.4

4 Middle: Use two- and three- word utterances in English to communicate. 2.1.4

4 End: Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); con junctions (e.g., and, or); or other elements (e.g., adjectives, adverbs). 2.1.4

5 Beginning: Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), some times with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). 2.1.5

5 Middle: 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. 2.1.5

5 End: 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. 2.1.5

6 Beginning: 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. 2.1.6

6 Middle: Begin to use “what” and “why” questions in English, sometimes with errors. 2.1.6

6 End: Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors. 2.1.6

---

2 Children begin to understand and use social conventions in English. 2.2.0

1 Beginning: Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary). 2.2.1

1 Middle: Demonstrate a beginning under standing of English social conventions. 2.2.1

1 End: Appropriately use words and tone of voice associated with social conventions in English. 2.2.1

Skip to main content

:hildren use language to create oral narratives about their personal xperiences. 2.3.0

1 Beginning: Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an inter preter if necessary). 2.3.1

1 Middle: 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). 2.3.1

1 End: Produce simple narratives in English that are real or fictional. 2.3.1

Reading 3

1 Children demonstrate an appreciation and enjoyment of reading and literature. 3.1.0

1 Beginning: 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. 3.1.1

1 Middle: Begin to participate in reading activities, using books written in English when the language is predictable. 3.1.1

1 End: Participate in read ing activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books). 3.1.1

2 Beginning: “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books. 3.1.2

2 Middle: Choose to “read” familiar books written in the home language or in English with in creasing independence and, in the home language or in English, talk about the books. 3.1.2

2 End: Choose to “read” familiar books written in English with increasing independence and talk about the books in English. 3.1.2

---

2 Children show an increasing understanding of book reading. 3.2.0

1 Beginning: 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). 3.2.1

1 Middle: Describe their own experiences related to the topic of the story, using tele-graphic and/or formulaic speech in English. 3.2.1

1 End: Begin to engage in extended conversations in English about stories. 3.2.1

2 Beginning: 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). 3.2.2

2 Middle: Retell a story using the home language and some English when read or told a story in English. 3.2.2

2 End: Retell in English the majority of a story read or told in English. 3.2.2

---

3 Children demonstrate an understanding of print conventions. 3.3.0

Skip to main content

Beginning: Begin to understand that books are read in a consistent man ner (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). 3.2.3

1 Middle: Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language. 3.3.1

1 End: 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. 3.3.1

---

4 Children demonstrate awareness that print carries meaning. 3.4.0

1 Beginning: Begin to recognize that symbols in the environment (class room, community, or home) carry a consistent meaning in the home language or in English. 3.4.1

1 Middle: Recognize in the environment (class room, community, or home) some familiar symbols, words, and print labels in the home language or in English. 3.4.1

1 End: Recognize in the environment (class room, community, or home) an increasing number of familiar symbols, words, and print labels in English. 3.4.1

---

5 Children demonstrate progress in their knowledge of the alphabet in English. 3.5.0

1 Beginning: Interact with mate rial representing the letters of the English alphabet. 3.5.1

1 Middle: Begin to talk about the letters of the English alphabet while play ing and interacting with them; may code- switch (use the home language and English). 3.5.1

1 End: Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. 3.5.1

2 Beginning: Begin to recognize the first letter in their own name or the character for their own name in the home language or English. 3.5.2

2 Middle: Identify some letters of the alphabet in English. 3.5.2

2 End: Identify ten or more letters of the alphabet in English. 3.5.2

---

6 Children demonstrate phonological awareness. 3.6.0

1 Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. 3.6.1

1 Middle: Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. 3.6.1

1 End: Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. 3.6.1

2 Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. 3.6.2

2 Middle: Begin to recognize words that have a similar onset (initial sound) in the home language or in Eng lish, with support. 3.6.2

Skip to main content

2 End: Recognize and produce words that have a similar onset (initial sound) in English. 3.6.2

3 Beginning: 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.) 3.6.3

3 Middle: 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. 3.6.3

3 End: Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support. 3.6.3

Writing 4

1 **Children use writing to communicate their ideas.** 4.1.0

1 Beginning: Begin to understand that writing can be used to communicate. 4.1.1

1 Middle: Begin to understand that what is said in the home language or in English can be written down and read by others. 4.1.1

1 End: Develop an increasing understanding that what is said in English can be written down and read by others. 4.1.1

2 Beginning: Begin to demonstrate an awareness that written language can be in the home language or in English. 4.1.2

2 Middle: Begin to use marks or symbols to represent spoken language in the home language or in English. 4.1.2

2 End: Continue to develop writing by using letters or letter-like marks to represent their ideas in English. 4.1.2

3 Beginning: Write marks to represent their own name in a way that may resemble how it is written in the home language. 4.1.3

3 Middle: Attempt to copy their own name in English or in the writing system of their home language. 4.1.3

3 End: 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. 4.1.3