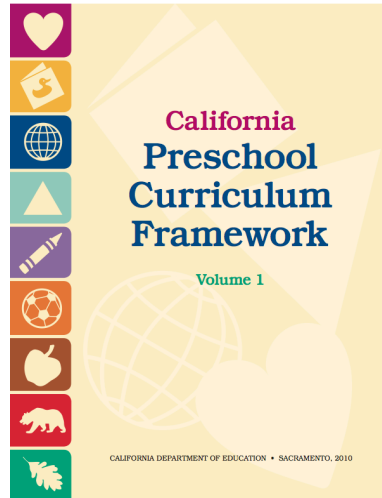


Organization and Rationale of the English-Language Development Domain



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1

Rationale for the English-Language Development Domain

“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, VI, p. 5)



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2



- 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, VI, 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, VI, 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.

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5

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

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6

Organization of the English-Language Development Domain

- Vignettes
- Teachable moments
- Suggested interactions and strategies



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7

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



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8

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

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9

Summary of the Strands and Substrands

Writing

- 1.0 Children Use Writing to Communicate Their Ideas



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10

Rationale of the English-Language Development Domain

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