

Preschool Through Third Grade (P–3) Learning Progressions

Language
and Literacy
Development



California Department
of Education

Table of Contents

Introduction.....	1		
How Does Children’s Early Language and Literacy Development Inform P–3 Teaching and Learning?.....	1	Planning a Skit Through Group Discussions Around Emotions (Third Grade).....	16
P–3 Language and Literacy Teaching Practices.....	2	Highlights from the in-practice examples.....	18
How Can Educators Build on Children’s Cultural and Linguistic Experiences and Abilities to Promote Language and Literacy Development?.....	6	Key Area 2: Meaning Making.....	20
How Are the P–3 Learning Progressions in Language and Literacy Development Organized?.....	7	Learning Progression Table 2.1: Meaning Making: Verbal and Written Information.....	21
Key Areas.....	7	Learning Progression Table 2.2: Meaning Making: Verbal and Written Narratives and Stories.....	23
Learning Progression Tables.....	7	In-Practice Examples.....	25
In-Practice Examples.....	8	Understanding Stories About Community.....	25
Key Area 1: Language Development.....	9	“Just Like the Story”: Demonstrating Understanding of a Story (Preschool).....	26
Learning Progression Table 1.1: Word Understanding and Use.....	10	Identifying “Big Lessons” in Stories (First Grade).....	27
Learning Progression Table 1.2: Word Relationship and Nuance.....	11	Highlights from the in-practice examples.....	29
Learning Progression Table 1.3: Grammatical Features and Sentence Structure.....	12	Key Area 3: Effective Expression.....	32
In-Practice Examples.....	13	Learning Progression Table 3.1: Questions.....	33
Learning Vocabulary to Describe Emotions.....	13	Learning Progression Table 3.2: Conversations.....	34
Learning Emotion Vocabulary Through Class Discussion and Partner Share (Kindergarten).....	14	Learning Progression Table 3.3: Telling Stories and Expressing Thoughts and Ideas.....	36
		Learning Progression Table 3.4: Writing a Range of Text Types.....	37
		In-Practice Examples.....	40
		Using Read-Alouds to Inspire Narrative Telling and Writing...40	

<i>Abuelita y Yo: Dictating Personal Narratives</i> (Later Preschool/TK)	41	<i>Learning About Habitats Through Inquiry-Based</i> <i>Approaches (Kindergarten)</i>	63
“Can You Tell Me What Happens Next?”: Learning to Write Stories (First Grade)	42	Conducting Research on Habitats (Second Grade)	64
Highlights from the in-practice examples.....	44	Highlights from the in-practice examples.....	66
Key Area 4: Foundational Skills.....	46	Appendix A.....	68
Learning Progression Table 4.1: Phonological/Phonemic Awareness.....	47	Supporting English Language Development Across the P–3 Continuum.....	68
Learning Progression Table 4.2: Alphabetics, Phonics, and Decoding.....	49	Teaching Strategies to Support English Language Development	68
Learning Progression Table 4.3: Fluency.....	51	Appendix B.....	71
Learning Progression Table 4.4: Writing Conventions.....	52	Additional Resources.....	71
In-Practice Examples.....	53	Key Area 1: Language Development	71
Playful Approaches to Foundational Skills.....	53	Key Area 2: Meaning Making	72
Musical Letters: Practicing Letter Names and Sounds (Later Preschool/TK)	54	Key Area 3: Effective Expression	74
Decoding Final–E (First Grade).....	55	Key Area 4: Foundational Skills	75
Highlights from the in-practice examples.....	57	Key Area 5: Content Knowledge.....	77
Key Area 5: Content Knowledge.....	60	Appendix C.....	78
Learning Progression Table 5.1: Engaging in Inquiry-Based Approaches to Reading and Writing.....	61	English Phoneme Table.....	78
In-Practice Examples.....	62	Endnotes.....	79
		Bibliography.....	82

Introduction

The *Preschool Through Third Grade (P–3) Learning Progressions* show the correspondence between the *California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)*¹ in Language and Literacy Development (LLD) and the *Common Core State Standards in English Language Arts (CCSS ELA)*.² This resource includes the knowledge and skills children develop over the P–3 continuum and in-practice examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate, culturally sustaining language and literacy development experiences in English and their home languages.

How Does Children’s Early Language and Literacy Development Inform P–3 Teaching and Learning?

Children’s early language and literacy skills provide the foundation for language and literacy learning in the early elementary years.³ Early language experiences in the child’s home language and with their families and communities form the foundation for later language and literacy development. From preschool through third grade, children develop increasingly specific and advanced vocabulary. For example, they learn vocabulary in different content areas such as the names of complex shapes in mathematics (such as *hexagon* or *trapezoid*), or specific terms in science (such as *metamorphosis*, *evaporate*, or *gravity*). Similarly, children’s knowledge of grammar expands from understanding how to

construct simple sentences and phrases to constructing compound and complex sentences (for example, *Some turtles swim, but all tortoises live on land*). Understanding the progression of vocabulary and grammar across the preschool through third-grade years helps educators identify opportunities for growth and development in language and literacy.

Early foundations of literacy, such as an understanding of the concepts of print, knowledge of the alphabet, and an emerging understanding of the relationship between letters and sounds provide the basis for children’s learning of reading and writing skills in the early elementary years.⁴ In the area of writing, for example, children develop from producing unrecognizable scribbles in preschool to producing written texts in multiple genres (for example, writing stories, letters, or reports) in the early elementary years. By mid-elementary school, literacy is a cornerstone of learning in all content areas. By understanding the progression of skills in children’s language and literacy development across the preschool through third-grade age span, educators are better equipped to support individual children in becoming fluent, confident readers and writers. Refer to the P–3 Language and Literacy Teaching Practices in this document for ways educators can plan and facilitate learning experiences that engage and support all children in their language and literacy development.

P–3 Language and Literacy Teaching Practices

Below are seven important practices educators can use when teaching language and literacy to children of all ages. All of the teaching practices support integrating pedagogies that are responsive to children’s cultural and linguistic backgrounds. These teaching practices are illustrated throughout the in-practice examples that accompany the learning progressions in this document.

- ◆ **Use a range of instructional approaches.**

Educators can draw on a range of instructional approaches consistent with the science of language and literacy development, which includes the science of reading, to support children’s language and literacy growth. These approaches can be thought of as a spectrum from direct instruction led by an adult to open-ended instruction directed by children. Each instructional approach has an important role in learning. For example, direct instruction of phonics with a specific scope and sequence supports children in learning the sound structure of written language. During child-directed learning activities, educators introduce learning goals by setting up the environment and materials, then allowing children to interact with them flexibly, such as free-choice time in the classroom library or setting up a story-writing station with writing and art materials. Child-directed

activities complement direct instruction by giving children the space to express their own interests, cultures, and backgrounds and drawing on children’s tendencies to explore through play. By understanding the strengths of different instructional practices, learning how to integrate a variety of approaches into daily teaching and learning experiences, and adapting instruction to meet the needs of different children, educators support children in developing language and literacy skills and in gaining confidence as members of the classroom community.

- ◆ **Use formative assessment to individualize language and literacy instruction.**

To support each child, educators use formative assessment, which tracks progress over time, to inform language and literacy instruction. Formative assessment is a deliberate process educators use with children during instruction, daily routines, and learning activities that provides actionable feedback that educators use to adjust teaching and learning strategies. For example, educators conduct formative assessment by observing children during individual and small group work, then using their observations to make necessary adjustments to instruction. Formative assessment is important when supporting children’s developing literacy skills. Children

enter transitional kindergarten (TK) and kindergarten with different levels of experience and knowledge related to language and literacy. This variation is expected and corresponds to what is known from developmental research. For example, some children may be learning letter names for the first time when entering kindergarten, while others may already be familiar with most uppercase and lowercase letters as well as their corresponding sounds. When possible, observing children's language and literacy development in English or their home languages, depending on language needs, will offer the most complete understanding of their progress. Ongoing assessment of each child's knowledge will allow educators to plan instruction to support individual children based on their current level of understanding, strengths, and needs.

- ◆ **Engage in culturally and linguistically sustaining practices.**

Children comprehend more and connect more deeply when literacy activities relate to their own identities and lived experiences. Choose books that reflect the children in the classroom, including their racial and ethnic identities, gender, diverse abilities, home languages, home and community experiences, and other identities and lived experiences. For example,

children who live in a city may better connect with a book about a child riding a bus than riding a tractor. It is important to encourage children to use their home languages and language varieties and to take pride and be self-confident in their multilingualism. Children may combine and integrate their languages when communicating; this is called translanguage and is a natural part of being multilingual that helps with learning.⁵ Fostering children's feelings of belonging, connection, and inclusion in language and literacy activities promotes their development, and building knowledge in their home language promotes deep learning in every discipline.⁶

- ◆ **Provide opportunities for extended meaningful conversations.**

Children benefit from engaging in extended peer-to-peer conversations as well as structured small and whole group discussions guided by adults. They learn to take turns, listen carefully to others, learn new perspectives, build on others' ideas, and stay on topic. Educators can plan times for children to work one-on-one with an educator or a peer or in small groups to discuss their ideas after reading a book or learning a new concept. For example, during an interactive read-aloud of a story, an educator might pause to ask a text-dependent question, such as asking children to

explain how a character might be feeling and why. Then children might share their responses with a partner or the group. As educators work through daily activities and routines, they can engage in conversations with children and ask open-ended questions to help children put their thoughts into words.

- ♦ **Create a print-rich environment.**

Create an environment with signs, labels, posters, books, and other materials related to words or the alphabet (such as alphabet puzzles in preschool and TK, or word or sound walls for elementary classrooms). Include books and other print materials that reflect the home languages of children in the classroom and multilingual materials. Children benefit from frequent opportunities to engage with print in meaningful and playful ways during everyday routines, self-directed play and exploration, and planned instructional activities. Recording key ideas in writing demonstrates the importance of print in everyday activities. For example, an educator can write what children share during circle time or group discussions on chart paper or a whiteboard. Once children can produce their own writing, frequently posting their writing and encouraging them to read their peers' work helps them learn that they, too, contribute to a print-rich environment.

- ♦ **Connect information from books and media to children's knowledge and experiences.**

During and after reading, educators can ask open-ended questions that prompt children to connect information from books and media to their existing knowledge. Literacy experiences can be integrated in all content areas throughout the day and can include hands-on exploration when possible. For example, an educator might introduce a science unit on plants and trees by having children share what they already know on a topic before reading an informational text. They might then lead the class on a neighborhood walk, drawing pictures of several different plants and trees and recording observations, thoughts, and questions in a "field note journal."

- ♦ **Provide daily opportunities for children to express their ideas through writing.**

Children develop a sense of identity as writers through meaningful writing activities. When working with younger preschoolers, an educator can begin by encouraging children to dictate ideas and writing down the ideas the children have shared, such as the child's description of a picture they have drawn. Dictation, also sometimes called shared writing, continues throughout preschool through third grade as a strategy to support children's expression through writing, such as when

a teacher writes down children’s responses during a group activity. To support children’s next steps toward independent writing, educators may engage children in interactive writing, in which the educator might begin a thought in writing and invite the child to complete the thought in writing. As children develop into independent writers, an educator can provide spaces such as journals for them to record increasingly complex thoughts or narratives. Inviting children to create their own “books” is an effective way to support their sense of ownership of their writing. To facilitate this development, an educator can bind pages together to make a book children can draw or write in. Multilingual children need opportunities to share their thoughts and experiences in writing in their home language in addition to English if they choose, particularly when expressing thoughts in early drafts or in writing intended for themselves (such as journal entries or captions for personal drawings).



How Can Educators Build on Children's Cultural and Linguistic Experiences and Abilities to Promote Language and Literacy Development?

For multilingual children who communicate in a language other than English at home, the school environment is the primary context for English language development (ELD). In K–12, children who speak a home language other than English may be identified as English learners. English learners are children with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient. For children who are English learners, English language development support is integrated throughout daily routines and classroom activities and provided during protected designated ELD time. Prior to K–12 enrollment, preschool programs, like the California State Preschool Program, use practices such as family interviews, home language surveys, or informal conversations with families to learn about children's experiences with language. To be intentional in supporting children's ELD in preschool programs, educators integrate ELD throughout daily routines and classroom activities. Educators can promote children's use of their home languages throughout the day. They also provide focused attention to English language development each day (refer to appendix A for more on Integrated and Designated ELD approaches). Preschool through third-grade educators can use intentional strategies to strengthen children's participation. Strategies might include incorporating physical objects during stories and activities or providing examples of sentence stems or "conversation moves" (such as *I think ...* or *I*

agree, because ...) to aid conversation skills. Multilingual children's home languages are valuable personal, intellectual, and community resources. Hence, linguistically responsive educators should work toward the goal of adding English to children's linguistic repertoires rather than replacing children's home languages with English.

Home language development provides a foundation for learning English or any language, but the extent to which specific language skills transfer varies between languages. Fostering the knowledge and strengths children bring from their home language also supports the development of biliteracy. For example, children who are learning to read in Spanish at home or in school can draw on their knowledge of phonological awareness (including phonemic awareness), alphabets, phonics, and vocabulary when transferring this knowledge to learning to read in English. Children who are learning to read in Cantonese at home or in school will bring an understanding of the concept of print based on their understanding of Chinese characters, but they may need additional time and support to learn alphabets and phonics in English. Educators play an important role in supporting children in making connections between their home language and English. In programs where English is the language of instruction, educators can invite children to use all their languages to support learning in academic settings (translanguaging). In addition, educators can explicitly plan activities where children have opportunities to use their home languages and teach children strategies to use their home languages. Strengthening multilingual learners' pride and confidence in their ability to use their full language repertoire supports their language and literacy development from preschool through third grade and beyond.

How Are the P–3 Learning Progressions in Language and Literacy Development Organized?

Key Areas

The *P–3 Learning Progressions in Language and Literacy Development* delineate the development of children’s language and literacy knowledge and skills from preschool through third grade in five key areas, which reflect the themes of the *English Language Arts/English Language Development Framework*:

- ◆ **Key Area 1: Language Development**
Development and expression of vocabulary and grammar. Learning progressions include Word Understanding and Use, Word Relationship and Nuance, and Grammatical Features and Sentence Structure.
- ◆ **Key Area 2: Meaning Making**
Understanding and communicating information verbally as well as through read-alouds or independent reading of stories and informational texts. Learning progressions include Meaning Making: Verbal and Written Information and Meaning Making: Verbal and Written Narratives and Stories.
- ◆ **Key Area 3: Effective Expression**
Ability to express oneself in language, including spoken language, signed language, gestures, writing, and pictures or other augmentative and alternative communication (AAC) devices. Learning progressions include Questions, Conversations, Telling Stories and Expressing Thoughts and Ideas, and Writing a Range of Text Types.

- ◆ **Key Area 4: Foundational Skills**

Skills that allow children to decode and encode words when reading and writing. Learning progressions include Phonological/Phonemic Awareness, Alphabetics, Phonics, and Decoding, Understanding and Fluency, and Writing Conventions.

- ◆ **Key Area 5: Content Knowledge**

Drawing on language and literacy skills to support growing knowledge in other content areas, and drawing on knowledge in other content areas to support language and literacy development. Learning progressions include Engaging in Inquiry-Based Approaches to Reading and Writing.

Learning Progression Tables

Each key area includes learning progressions tables that present children’s development of skills and concepts from preschool through third grade drawn from the *PTKLF* in Foundational Language Development and the *CCSS ELA*. While the *PTKLF* in Foundational Language Development describes development in any language, the progressions tables in the *P–3 Learning Progressions in Language and Literacy Development* show development of language and literacy skills in preschool through third grade in English. English learners will require additional support both to acquire English as an additional language and fully engage in curriculum content and activities delivered in English.

Additionally, the examples highlight how educators can draw on children’s home language knowledge and translanguaging skills.

In-Practice Examples

After the learning progressions tables in each key area, there are in-practice examples that illustrate a range of instructional approaches, including direct and explicit instruction, playful and inquiry-based practices, and culturally sustaining practices that educators can use to support children of diverse abilities and backgrounds in language and literacy development across different grades.

A section, Highlights from the In-Practice Examples, at the end of the in-practice examples in each key area, offers a description of

how educators in the examples used teaching practices to support learning and embrace the diversity of learners in their classrooms.

Additionally, at the end of the document there are appendices that provide further information to support teaching. Appendix A offers guidance on strategies educators can use to support English language development for multilingual learners. Appendix B includes references to vignettes in other resources to help further illustrate the teaching practices included in the in-practice examples. Appendix C provides a guide to pronouncing the sounds indicated in the in-practice examples.

P–3 Learning Progressions in Language and Literacy Development

Key Area 1: Language Development

From preschool through third grade, children learn increasingly varied and nuanced vocabulary. In addition to learning more complex vocabulary, children learn to use more complex and compound sentence structures and grammatical features to express their thoughts.



Learning Progression Table 1.1: Word Understanding and Use

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.1.1. Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories.	PTK.Later.1.1. Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.	L.K.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Learning Progression Table 1.2: Word Relationship and Nuance

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.1.2. Understand and use commonly experienced vocabulary to describe categories and the relationships within them (for example, “foods” including “carrots” and “bread”).</p> <p>PTK.Early.1.3. Understand and use words to describe the size and location of objects (such as “tiny” and “on”), including simple comparisons (such as “bigger”).</p>	<p>PTK.Later.1.2. Understand and use increasingly specific vocabulary to describe categories and the relationships within them (for example, “vegetables” including “carrots” and “peas”).</p> <p>PTK.Later.1.3. Understand and use increasingly specific words to describe and compare the size or location of objects (such as “longer” and “between”).</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

Learning Progression Table 1.3: Grammatical Features and Sentence Structure

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.1.1. Use common word forms (for example, shiny, swims) and sentence forms to express thoughts and ideas.	PTK.Later.1.1. Use both common (for example, shiny, swims) and less common word forms (for example, shiniest, swam) and sentence forms to express complex thoughts and ideas.	L.K.1.f. Produce and expand complete sentences in shared language activities.	L.1.1.j. Produce and expand complete sentences in shared language activities.	L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.3.1.h. Use coordinating and subordinating conjunctions. L.3.1.i. Produce simple, compound, and complex sentences.

In-Practice Examples

Learning Progression 1.1: Word Understanding and Use

Learning Vocabulary to Describe Emotions

The in-practice example below illustrates how educators can support learning of new vocabulary through books, play, conversations, and the exploration of new topics in kindergarten and third grade. Through explicit instruction on new vocabulary, children understand the meaning of new words and gain a deeper understanding of how these words relate to other words they may already know in their home language or variety of English. The in-practice examples below show how educators support children in learning vocabulary to describe emotions in kindergarten and third grade (refer to the learning progression Word Understanding and Use). In the kindergarten example, children learn words to describe emotions while practicing conversational skills during discussions in pairs. In the third-grade example, children use complex vocabulary to describe emotions in small group discussions, while practicing the skills to negotiate conversations with more than one partner. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in word understanding and use.

As you read,

Notice how children of different ages and in different grades:

- ◆ Progress from general vocabulary to more nuanced vocabulary around emotions.
- ◆ Learn to understand shades of meaning between words that are related to each other.

Notice how educators:

- ◆ Provide opportunities for extended and meaningful conversations with peers and adults that allow the children to use the full range of their developing vocabulary.
- ◆ Introduce new vocabulary through a print-rich environment with books and media related to children's cultures, experiences, and knowledge. Use a range of instructional approaches, including visual aids and reminders of classroom routines, that support all children to participate in activities and offer opportunities for children to practice new vocabulary.
- ◆ Support translanguageing with multilingual learners by reviewing new vocabulary in English and providing space for children to express themselves using all of their languages.

Learning Emotion Vocabulary Through Class Discussion and Partner Share (Kindergarten)

Ms. Nguyen's kindergarten class has been learning about emotions. Today, during read-aloud time, Ms. Nguyen reads a favorite book of the class, *Pilar's Worries*, a story about a child who is anxious about a ballet performance. As Ms. Nguyen reads, she pauses to review words from the story that she has previously taught, such as "prickles," "worries," and "nervous." She engages children in using their bodies to pretend to prickle, have worries, and be nervous.

After the read-aloud, Ms. Nguyen asks the class to recall the things they saw Pilar do while she worried, like forgetting a library book and not feeling hungry. Ms. Nguyen writes the children's observations on poster paper. She then opens the book again. "Let's take another look at this page," she tells the class. She reads aloud, "*Pilar's chest tightens. Then she begins to cry. 'Tryouts are tomorrow, Mama. But I'm too nervous.'*" Who remembers what the word 'nervous' means?"

Dea replies, "Nervous is like when you are so worried about doing something." Ms. Nguyen confirms that nervous is a way of describing being worried or anxious about something that you have to do or that is going to happen. She then asks if any of the children would be willing to share a time when they felt nervous. Angelo replies that he felt nervous when he had to go to the dentist. Genesis shares that she felt nervous when she started swim lessons for the first time. Ms. Nguyen writes the children's responses on a new sheet of poster paper.



After the group brainstorm, Ms. Nguyen tells the children they will be working in pairs, which is a strategy the children have been practicing. Ms. Nguyen encourages children to use English or their home language in pairs or small groups, as long as everyone shares the language, and pairs multilingual children with a shared home

language together for this activity. She points to the “Partner Sharing” chart on the wall and reminds them how to sit facing each other and take turns asking questions. She moves the children into pairs, then prompts Partner One to ask Partner Two the question: “What is a time you felt nervous? How did you feel?”

Two children who are bilingual in English and Mandarin, Bowen and Mei, are paired together. After Mei asks Bowen the question, Ms. Nguyen watches as Bowen thinks for a moment, then turns to his partner and says in Mandarin, “我开始上学的时候很紧张，因为我不会说英语” (I was nervous to start school because I didn’t know English).

When it is time to switch partner roles, Ms. Nguyen pauses the class and says, “Now it is time for Partner Two to ask the question

and for Partner One to share. Remember, the question is, ‘What is a time you felt nervous? How did you feel?’”

After Bowen asks his partner Mei the question in English, Mei translanguages, sharing in Mandarin and English, “Me too. 我从姐姐那里学了一些英语，但我们在家里只说普通话” (Me too. I knew some English from my older sister, but we only speak Mandarin at home).

Ms. Nguyen listens to Bowen and Mei’s conversation and says, “Bowen and Mei, I’m glad I got to hear you using your Mandarin to talk with each other. Can you tell me what you did when you were nervous?”

Mei says, “I took breaths like Pilar,” and Bowen says, “Me too.”

Planning a Skit Through Group Discussions Around Emotions (Third Grade)

The children in Mr. Perez's third-grade classroom have been learning about mental wellness throughout the year. Each week, he has taught new vocabulary in the class "feelings wheel" (e.g., courageous, joyful, embarrassed, annoyed, frustrated) to help the children talk about emotions in more nuanced and precise ways. The class regularly reviews the words during morning community circle time, and Mr. Perez routinely encourages the children to refer to the charts.

Today, the children are working in small groups to brainstorm ideas for skits focused on a specific feeling that the children will perform during an open house at the end of the month. To prepare for the skits, the children read books about emotions during independent reading time, which they bring to their groups.

Mr. Perez points to the instructions for group work that he has written on the board as he tells the children what to do when they get into their groups. First, they will begin by having each person share what their book was about. He will show optional sentence starters on the board that they can use: *The book I read is called ... and is about ...*, *My story is called ... and is about ...*, and *In my story,* Next, after all members summarize their books, they should work together to take notes and use sketches to collect their ideas for their skit. Each skit should focus on one of the feelings on the feelings wheel and should have enough characters for each child in their group. By the end

of the work period, the groups should have an outline of what they want their skit to be about.

Mr. Perez approaches one table where each child in the group read one of the following books: *Abdul's Story*; *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; *The Year We Learned to Fly*; and *Stella Díaz Has Something to Say*.

Rosa shares with her group, "The book I read is about a girl named Stella, and she feels embarrassed when there's a new kid at school and she wants to be his friend, but she isn't sure he will like her. But they go to the aquarium and become friends."

Damien shares, "My story is also about a kid named Alexander, who goes to school, but I think he feels frustrated not embarrassed. Maybe we could write our skit about kids at school too."

Ashia says, "My story was about a kid, Abdul, who has trouble writing because sometimes the letters play tricks in his head and he can't remember which way 'b' faces, and he's also embarrassed because the other kids in his class write better. But Mr. Muhammed shows him his messy book and then Abdul writes a good story, but it is also a mess." (Ashia's mention of "the letters play tricks," "which way 'b' faces," and "messy book" are direct references from the text of *Abdul's Story*.)

Thuy's face lights up, and she says, "Let's write about a kid who is embarrassed at school because she doesn't know the answer during math. But then her friends help her."

After the group discussion, Mr. Perez reminds the children to write down their ideas for another day when they will write a skit and suggests that they include at least one word from the "feelings wheel" in their notes. Over the next two weeks, the children

work in their small group to write a short skit about a child who is embarrassed during a math lesson. During the open house, Rosa plays the embarrassed kid and Damien, Ashia, and Thuy play her friends, telling Rosa not to be embarrassed and pretending to help her do a multiplication problem. The children say things like, "You don't have to be embarrassed," and "Here's one way to do the problem."

Highlights from the in-practice examples

The educators provide opportunities for extended, meaningful conversations with peers and adults that allow children to use the full range of their developing vocabulary.

The educators plan activities that encourage the practice of vocabulary words the children had been learning while having conversations and discussions.

The educators use charts and posters to introduce and reinforce vocabulary and conversation stems to scaffold children's language development. Using charts and posters is also a Universal Design for Learning (UDL) strategy that supports all children's learning, by representing information in multiple ways, allowing children to draw on both auditory and visual information to understand new vocabulary and routines.⁷ This approach is particularly helpful for children with disabilities such as ADHD and autism, who can benefit from using charted routines that break down tasks into the component steps. In the above examples, the educators charted routines for paired conversations and created shared reference materials with the class with emotion words.

In addition to using charted routines, here are some ways to support children with disabilities in accordance with their

Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or 504 plan:

- ◆ Some children may benefit from copies of reference materials on their own table. For children with low vision or who are blind, these materials may be in large print or braille.
- ◆ Some children may need extra scaffolding to participate in pairs or small group activities, or may participate in some activities by themselves while other children engage as a group.
- ◆ Some children may benefit from using illustrations or other forms of art to express their understanding of language without speaking.
- ◆ To support children who take longer to process information or who take longer to write their ideas, it may be helpful to break projects up over multiple days, so everyone has the opportunity to fully participate.
- ◆ Allowing children to use speech-to-text software or typing instead of writing by hand can support the participation of children with motor disabilities.

Mr. Perez selects books for independent reading on a shared topic that represent diverse cultures and settings and reflect the varied reading levels, and the personal interests, of the

children in his class. Mr. Perez also works with his school librarian to find books that are written by authors who share cultural and racial backgrounds with the children in his class, like *Abdul's Story*, which is written by a Black Muslim author.

The educators provide a rich learning experience that supports different areas of children's language and literacy development. In these examples, the educators provide learning experiences that integrate meaning making (story comprehension), understanding and using vocabulary, and participating in discussions. By pairing together children who share a home language, Ms. Nguyen creates an opportunity for translanguage and supports children connecting their home language development with English.

The educators intentionally support English language development by offering concrete tools like charts to facilitate participation and opportunities for children to

practice their vocabulary in conversation with peers in pairs, small groups, and larger group activities.

- ◆ Ms. Nguyen addresses the kindergarten *California English Language Development Standards (ELD Standards)* on using a wide variety of general academic vocabulary words (ELD.PI.K.12b.), engaging in discussions to exchange ideas (ELD.PI.K.1.), and writing or composing informational texts with increasing independence (ELD.PI.K.10.) to provide integrated ELD.
- ◆ Mr. Perez also integrates ELD as he addresses third-grade *ELD Standards* on using a wide variety of general academic vocabulary words (ELD.PI.3.12.), engaging in discussions to exchange ideas (ELD.PI.3.1.), and independently writing informational texts (ELD.PI.3.10a.). In addition, he addresses *ELD Standards* for offering opinions in conversations using a variety of learned phrases (ELD.PI.3.3.).

Designated ELD (K–3 educators): In addition to integrated ELD (described above), during designated ELD time, Ms. Nguyen and Mr. Perez work with children who are English learners on the use of vocabulary and increasingly complex sentence structures. When approaching vocabulary, Ms. Nguyen and Mr. Perez work on amplifying the children's abilities to use new general academic vocabulary words while speaking and writing (ELD.PI.K.12b., ELD.PI.3.12.). In kindergarten, Ms. Nguyen reviews the meanings of new words learned in books and conversations. In third grade, Mr. Perez analyzes vocabulary choices by distinguishing how different words with similar meanings (for example, *sad*, *rejected*, *disappointed*) produce shades of meaning and a different effect on the audience (ELD.PI.K.8., ELD.PI.3.8.). He also works with children to evaluate and describe how authors of books use general academic vocabulary (ELD.PI.3.7.).

Key Area 2: Meaning Making

Meaning making describes how language and literacy development occurs through meaningful interactions using language, including spoken language, signed language, gesture, writing, and the use of pictures and other AAC devices. The learning progressions in Key Area 2: Meaning Making show how children understand and communicate information, including narratives and stories. Children's questions, narratives, and descriptions become increasingly clear and detailed from preschool through third grade. In addition, their comprehension skills progress from a basic understanding after experiencing stories and texts multiple times to a more sophisticated understanding of the main ideas, details, and message of a story or text. Each key area of Language and Literacy Development is strongly intertwined with the others. Key Area 2: Meaning Making significantly overlaps with Key Area 3: Effective Expression, as both describe how children make meaning with others through language, including spoken language, signed language, gesture, writing, and use of AAC devices.



Learning Progression Table 2.1: Meaning Making: Verbal and Written Information

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.1.5.* Use questions to seek information and to clarify and confirm understanding.</p> <p>PTK.Early.3.3. Demonstrate basic understanding of informational text after the child has experienced the text a few times.</p>	<p>PTK.Later.1.5.* Use questions and follow-up questions to seek information and to clarify and confirm understanding.</p> <p>PTK.Later.3.3. Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.</p>	<p>SL.K.3.* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>SL.1.3.* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p>	<p>SL.2.3.* Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>RI.2.1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>SL.3.3.* Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

* These foundations and standards also appear in the learning progressions for Key Area 3: Effective Expression.

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Learning Progression Table 2.1: Meaning Making: Verbal and Written Information

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
		RI.K.3. With promoting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.2. Identify the main topic and retell key details of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Learning Progression Table 2.2: Meaning Making: Verbal and Written Narratives and Stories

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.1.6.* Use language to construct real or fictional short narratives (for example, recall a trip to the zoo or tell a story about being a pirate on a boat).	PTK.Later.1.6.* Use language to construct real or fictional extended narratives that have several details or a plotline (for example, recall a trip to the zoo where they saw lions and a seagull stole their hot dog, or tell a story about being a pirate on a boat going to an island to find treasure).	SL.K.4.* Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.2. With prompting and support, retell familiar stories, including key details.	SL.1.4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	SL.2.4.* Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SL.3.4.* Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

* These foundations and standards also appear in the learning progressions for Key Area 3: Effective Expression.

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Learning Progression Table 2.2: Meaning Making: Verbal and Written Narratives and Stories

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.3.2. Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times (for example, retell a favorite story out of order, naming the main characters).	PTK.Later.3.2. Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked (for example, retell a story, including most events, in order and name several characters).	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RL.1.3. Describe characters, settings, and major events in a story, using key details.	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determining their central message, lesson or moral. RL.2.3. Describe how characters in a story respond to major events and challenges.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

In-Practice Examples

Learning Progression 2.2: Meaning Making: Verbal and Written Narratives and Stories

Understanding Stories About Community

Educators use stories to support children’s abilities to make meaning by asking questions during interactive read-alouds and providing children developmentally appropriate opportunities to reflect further on the story through retelling, play, and their own storytelling and writing. As children grow older, the questions they ask become more sophisticated (for example, shifting from *who* and *what* questions to *why* or *how*). Their lived experiences and background knowledge, together with their developing cognitive abilities, allow them to make predictions and inferences about the story’s events, characters, and central message. In order to create a linguistically equitable language learning environment, educators design meaning-making tasks that allow for the use of non-English languages and translanguaging to develop ideas. The in-practice examples below show how educators help children demonstrate their understanding of a story they have experienced in preschool and first grade (refer to the learning progression on Meaning Making: Verbal and Written Narratives and Stories). While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in comprehending stories and literature.

As you read,

Notice how children of different ages and in different grades:

- ◆ Develop an understanding of major characters, events, and key details in a story.
- ◆ Progress from basic understanding to a deeper understanding of a story’s main topic or message.
- ◆ Develop the ability to ask and answer questions about a text.

Notice how educators:

- ◆ Use a range of instructional approaches, including explicit instruction and child-directed play, to observe and support all children’s understanding.
- ◆ Engage in culturally and linguistically sustaining practices by reading books that include diverse characters and communities.
- ◆ Provide opportunities for extended conversation in English or in the child’s home language, and connect language from books to children’s existing knowledge and experiences.
- ◆ Create a print-rich and language-rich environment.

“Just Like the Story”: Demonstrating Understanding of a Story (Preschool)

For the past few days, Ms. Priscilla’s preschool classroom (ages three and four years old) has been reading *Thank You, Omu!*, a storybook about a woman who shares her stew with neighbors. As Ms. Priscilla reads each page, she engages the children with questions about the events of the story, such as, “Who came to the door this time?” “What do the neighbors think about the stew?” and “How does Omu feel now?”

After reading the end of the story, in which the neighbors gather at Omu’s apartment to share food and friendship, Ms. Priscilla invites the children to take turns suggesting things they might bring to a neighbor to share, such as a special food their family eats or something they think their neighbor would really like. One child replies that she would bring a cake. Another child says that he would bring his favorite toy to play with, and a third child shares that she would draw a picture to give her neighbor as a gift. Around the circle, each child offers an idea for an item or food to share. On a piece of chart paper, Ms. Priscilla writes each idea next to the child’s name, reading the words aloud as she writes them.

Once circle time is over, Ms. Priscilla notices a child named Leo in the dramatic play area. Leo is imitating the story by pretending to

make stew with toy food that Ms. Priscilla had previously set out in the dramatic play area. Leo tells Ms. Priscilla in Spanish that he is “*preparando stew para mis amigos*” (making stew for my friends) just like Omu, recalling the story’s main plot. He uses both Spanish and English with Ms. Priscilla, as he knows she understands Spanish and frequently encourages children to share words in their home languages. Ms. Priscilla replies, “Oh, of course! I see onions and tomatoes,” while holding up each toy food. Leo nods, and Ms. Priscilla continues, “Those would make a delicious stew. What will you do once you have cooked your stew?”

“*Se lo voy a dar a mis amigos*” (I’m going to give it to my friends), Leo replies in Spanish.

“Just like in the story!” Ms. Priscilla says.

“Yeah,” says Leo. Then he makes a knocking motion, as Ms. Priscilla always does throughout the story, and adds, “And they’re going to knock, and they’re going to ask for the stew,” again recalling the repetitive events that occurred in the story. Ms. Priscilla tells Leo that it sounds like Leo and his friends will have a delicious meal together.

Fostering Culturally Sustaining Classrooms

To promote a learning environment that supports children from diverse racial, ethnic, cultural, and linguistic backgrounds, educators should partner with families to learn about the language and literacy practices of children's families and communities. As part of their early literacy experiences with family members, children learn stories, poems, and rhymes from a variety of cultures and languages. Children also may come from cultures in which oral storytelling is a common practice.⁸ Developing a deeper understanding of how families and communities engage in literacy can help educators design activities that incorporate children's home literacy practices. For example, an educator might invite a child or a child's family member to share a poem, story, or song from their home with the class. This could happen in person or by providing a recording of a traditional song or poem.

Educators should integrate representation of diverse children and communities. This practice supports children in developing a sense of belonging and in engaging with and comprehending literacy activities.⁹ In addition, educators should recognize the strengths of children who are learning a variety of English in addition to General American English, such as African American English or Chicano English.¹⁰ Children who are learning more than one variety of English demonstrate an awareness of the different features and rules of language and are developing an understanding of when and how to use each variety they know.¹¹ Encouraging children to communicate in their home language or language variety adds to the richness of the classroom. Integrating children's cultural knowledge and experiences throughout the curriculum supports their language and literacy development from preschool through third grade by allowing children to build on all their assets for learning.¹²

Identifying “Big Lessons” in Stories (First Grade)

The children in Ms. Bashar's first-grade class have been learning how to retell stories using key details and identify the life lessons in stories. In the past two days, Ms. Bashar has engaged the children in interactive read-alouds of *The Color Collector*, a book featuring two characters who become friends after one of them recently moved from another country. During each read-aloud, Ms. Bashar pauses to explain the meaning of new words (such as *notice* and *collect*). She also “checks in” with comprehension

questions throughout the story, such as “How do you think Violet is feeling right now? Why do you think that?” After each read-aloud, Ms. Bashar invites the children to tell her key details about the characters, setting, and major events, as well as key language (such as precise vocabulary or dialogue) in the storybook. She makes notes on chart paper to capture their contributions.

Today, after reviewing the chart paper notes, Ms. Bashar displays

photocopies of the illustrations on the classroom wall as reminders for added support. She then asks the children to talk with a partner sitting next to them to identify one of the “big lessons” from the story. She reminds them of a few examples of other big lessons they have identified in previous stories, and she directs them to refer to the notes and illustrations on the wall for help. Ms. Bashar also provides an optional sentence starter for the children to use if they feel it will help them: *“One big lesson might be that ...”*

Two children, Amari and Taj, are discussing their ideas. Amari says, “One big lesson might be that you should be nice to people who are new here. You can still try to be their friend.” Taj agrees.

Ms. Bashar asks, “What makes you think that?”

Taj refers to the chart paper and illustrations and says, “Because in the book, the boy said he used to be new. And he saw that Violet was always walking all alone.”

Ms. Bashar asks the pair to recall any details in the book that tell the reader that the two children became friends. Amari points to an illustration and says, “At the end of the story, the boy picks up a red leaf.” Ms. Bashar encourages her to expand, and she continues, “He did it because the girl was always picking things up. He liked her room with all the colors.”

Ms. Bashar then asks them, “Can you think of a time you have ever felt like one of the characters in the book?”

The two are quiet for a moment. Then Taj tells a story about a time when his cousins came to visit and he had difficulty communicating with them because they didn’t speak each other’s languages very well. Taj shared that at first they didn’t really talk, but then they started playing soccer. “I think I made them happy ’cause I wanted to be their friend,” he concludes.

Highlights from the in-practice examples

The educators use a range of instructional approaches to observe and support children’s understanding. In preschool, Ms. Priscilla intentionally creates a play environment that incorporates items from the book, such as play ingredients from the stew. She notices a child demonstrating their understanding of a book through self-directed play and has a conversation with the child to encourage further reflection. In first grade, Ms. Bashar guides children with direct questions and sentence starters.

The educators engage in culturally and linguistically sustaining practices by introducing storybooks that include diverse characters and communities to reflect the diversity of the lived experiences of children in their classroom.

Here are other ways educators can incorporate each child’s cultural and linguistic background in learning activities:

- ◆ Invite family members to share books, songs, or cultural practices with the class.
- ◆ Create a “listening corner” as a supplement to a class bookshelf where children can listen to recordings of family members or audiobook narrators reading a book in their home language.
- ◆ Celebrate multilingual learners’ extensive language knowledge by inviting them to share with the class a favorite book or piece of media in their home language.

The educators create a print-rich environment, engaging in shared writing by taking notes and ideas down for the class to refer to throughout the learning activity. This practice allows preschoolers to grasp the concept and purpose of writing and to see the importance of having their thoughts and ideas recorded in print. In first grade, as children begin to develop the ability to read the notes with adult guidance or by themselves, they learn that print is a resource they can use to support their own learning.

The educators provide opportunities for extended conversations and connect language from books to children’s existing knowledge and experiences. Children share their own ideas about kindness and friendship. The preschoolers in the example are invited to share ideas of what they would bring to a neighborhood gathering, and children in the first-grade example are asked to share an event in their own lives that reflects the message of the book.

The educators provide a rich learning experience that supports different areas of children’s language and literacy development. Ms. Priscilla and Ms. Bashar facilitate children’s meaning making, conversation skills, and vocabulary development, creating opportunities for children to translanguage as they communicate.

The educators use principles aligned with UDL to create an environment that provides children with opportunities for

multiple means of engagement or expression. By providing children with toys related to the class storybook, Ms. Priscilla creates opportunities for children to demonstrate their knowledge in different ways, such as play. In first grade, Ms. Bashar uses strategies to increase engagement, such as breaking the activity into individual steps, providing visual supports such as written reminders and illustrations, and providing optional sentence starters. By engaging children in conversations and “check ins” throughout the read-alouds, both educators support children’s understanding and provide multiple varied opportunities for children to demonstrate their comprehension. These strategies allow all children to engage in and express their learning, including children with disabilities. For example, a child who is non-speaking may demonstrate their understanding of a story through play, artwork, or other means of expression.

The educators intentionally include supports for English language development in the children’s learning experience.
By explaining new vocabulary and checking comprehension

throughout the story, they enable each child to participate in the interactive read-alouds. Children are encouraged to use English as well as their home languages. Ms. Bashar provides visual scaffolds by photocopying illustrations from the story to support children’s discussions. She also provides a sentence stem to use as a model.

- ◆ In preschool, Ms. Priscilla consults the *PTKLF* in ELD that address participating in read-aloud activities (LLD:ELD.3.2.) and understanding stories (LLD:ELD.3.3.).
- ◆ In first grade, Ms. Bashar addresses the first grade *ELD Standards* on listening actively during read-alouds and discussing comprehension questions (ELD.PI.1.5.), retelling stories using increasingly detailed sentences (ELD.PII.1.5), applying their knowledge of how stories are structured while retelling them (ELD.PII.1.1.), and offering opinions about the stories and supporting their opinions with textual evidence (ELD.PI.1.11.) during integrated ELD.

Designated ELD (K–3 educators): In addition to integrated ELD (described above), during designated ELD time, Ms. Bashar works with English learners to orally retell familiar stories, using increasingly detailed sentences and key words from the stories. Throughout the week, Ms. Bashar provides puppets and props and invites the children to use them as they orally retell the stories in English, prompting the children to use dialogue and academic vocabulary from the books. They provide charts or other visual resources to support the meaning-making and record the children’s oral retellings so that the learners can listen to the stories they told. Ms. Bashar addresses the first-grade *ELD Standards* on using increasingly detailed sentences while retelling stories (ELD.PII.1.3-5.) and using new vocabulary from the stories (ELD.PI.1.12b.).

Key Area 3: Effective Expression

Effective Expression describes children's use of language to ask questions and share thoughts and ideas. Children express their thoughts through language, including spoken language, signed language, gesture, writing, and the use of pictures and other AAC devices. Writing is an area of significant growth between preschool and third grade. In preschool and TK, children learn pre-writing and dictate ideas to be written by an adult, while in the early grades, children begin to write their own thoughts and ideas. Each key area of Language and Literacy Development is strongly intertwined with the others. Key Area 3: Effective Expression significantly overlaps with Key Area 2: Meaning Making, as both describe how children make meaning with others through language.



Learning Progression Table 3.1: Questions

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.1.5.* Use questions to seek information and to clarify and confirm understanding (for example, ask if outdoor play will be after snack).	PTK.Later.1.5.* Use questions and follow-up questions to seek information and to clarify and confirm understanding (for example, ask if outdoor play will be after the snack and follow up by asking if they can use the balls outside).	SL.K.3.* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3.* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3.* Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.3.3.* Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

*These foundations and standards also appear in the learning progressions for Key Area 2: Meaning Making.

Learning Progression Table 3.2: Conversations

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.1.8. Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation.	PTK.Later.1.8. Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.b. Continue a conversation through multiple exchanges.	SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.2.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.	SL.3.1 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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Learning Progression Table 3.2: Conversations

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
			SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.3.1 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1 1.d. Explain their own ideas and understanding in light of the discussion.

Learning Progression Table 3.3: Telling Stories and Expressing Thoughts and Ideas

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.1.6.* Use language to construct real or fictional short narratives (for example, recall a trip to the zoo, or tell a story about being a pirate on a boat).</p> <p>PTK.Early.1.7. Share descriptions, opinions, and explanations.</p>	<p>PTK.Later.1.6.* Use language to construct real or fictional extended narratives that have several details or a plotline (for example, recall a trip to the zoo where they saw lions and a seagull stole their hot dog, or tell a story about being a pirate on a boat going to an island to find treasure).</p> <p>PTK.Later.1.7. Share detailed descriptions, opinions, and explanations.</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>SL.K.4.* Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>SL.1.4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>SL.2.4.* Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>RL.3.4. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>SL.3.4.* Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

*These foundations and standards also appear in the learning progressions for Key Area 2: Meaning Making.

Learning Progression Table 3.4: Writing a Range of Text Types*

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.1.6. Use language to construct real or fictional short narratives.</p> <p>PTK.Early.1.7. Share descriptions, opinions, and explanations.</p> <p>PTK.Early.4.3. Engage in dictating thoughts and ideas when an adult offers to help with writing them down.</p>	<p>PTK.Later.1.6. Use language to construct real or fictional extended narratives that have several details or a plotline.</p> <p>PTK.Later.1.7. Share detailed descriptions, opinions, and explanations.</p> <p>PTK.Later.4.3. Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.</p>	<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

* Additional foundations and standards related to writing conventions appear in Key Area 4: Foundational Skills.

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Learning Progression Table 3.4: Writing a Range of Text Types*

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
		W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).	W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	

* Additional foundations and standards related to writing conventions appear in Key Area 4: Foundational Skills.

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Learning Progression Table 3.4: Writing a Range of Text Types*

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
		W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	

* Additional foundations and standards related to writing conventions appear in Key Area 4: Foundational Skills.

In-Practice Examples

Learning Progression 3.4: Writing a Range of Text Types

Using Read-Alouds to Inspire Narrative Telling and Writing

Educators support children's narrative writing development through read-alouds, providing opportunities to engage in storytelling and dramatic play. The in-practice examples below highlight narrative development in a TK class and a first-grade class (refer to the learning progression on Writing a Range of Text Types). The educator supports children to understand narrative structures through play and dictation in TK. In first grade, the educator supports children's use of emerging skills to write their own narratives. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in writing a range of text types.



As you read,

Notice how children of different ages and in different grades:

- ◆ Develop an understanding of how to tell narratives.
- ◆ Progress from participating in dictation to learning to form letters and sound out words.
- ◆ Use all the languages they know as they construct narratives.

Notice how educators:

- ◆ Connect information from books to children's own experiences with their families and communities.
- ◆ Provide opportunities and support for children to express themselves through writing, encouraging children to express themselves in their home languages as well as English.
- ◆ Support inclusion of children with disabilities by adapting activities to meet children's needs.

Abuelita y Yo: Dictating Personal Narratives (Later Preschool/TK)*

After several read-alouds of the book *Mango, Abuela, and Me*, children in Mr. Lawrence's TK class have had many opportunities to retell the story in their classroom's dramatic play center, using props, costumes, and puppets. They have had opportunities to discuss how the family in the story is similar to or different from

their family. Today, Mr. Lawrence is working with a small group of children that has been drawing pictures inspired by the story. Most children in Mr. Lawrence's class speak Spanish and English, and he encourages children to use both languages during the small group.

Including Children with Disabilities

Educators can help support children with disabilities with accommodations and modifications of activities and the environment. Language and literacy development may follow a different path for children with disabilities. For example, children with autism may have delays in the age when they begin to speak or may not speak at all, while other children with autism struggle with the social aspects of language (such as turn taking or reading facial expressions) but have typical or earlier than expected understanding of vocabulary, grammar, and phonology.¹³ Children with dyslexia, a specific learning disability that impacts a child's ability to learn to read and write, may take longer to learn foundational literacy skills or may demonstrate understanding of spoken or signed language while not demonstrating a similar level of understanding when

reading or writing (see the *California Dyslexia Guidelines* for more information). Some children with disabilities need specific supports in the classroom in accordance with their IFSP, IEP, or 504 plan. Additionally, a UDL approach can support all children's learning, whether or not they have a disability or an IEP or 504 plan. A UDL approach offers planned flexibility in how children access materials, engage in activities, and express their knowledge. For example, educators can give children the opportunity to share their understanding of a story through conversation, writing, drawing, or dramatic play.

Children who are multilingual learners and who are identified as having a disability require specialized support. Educators can refer to the *California Practitioners' Guide for Educating English Learners with Disabilities* for an in-depth resource on supporting multilingual learners with disabilities.

* This TK in-practice example can also apply to preschool programs serving four- and five-year-old children.

Santiago has drawn a picture of the characters in the story, *abuela* and her granddaughter Mia, making *empanadas* (a type of meat pie traditionally made throughout Central and South America). He asks Mr. Lawrence to write his description of the drawing at the bottom of the paper. Mr. Lawrence writes as the child dictates, “This is *abuela* and Mia and they made *empanadas*.” Another child, Emma, has drawn a picture of her own grandmother and grandfather and all her cousins. Emma has cerebral palsy and uses a sloped writing surface and markers with an adaptive grip that offers better control as she draws and writes. She has written the letter “A” at the top of their picture and says to Mr. Lawrence, “Can you help me? I want to write my story for my *abuelita* [grandma]. I know *abuela* starts with ‘A’.”

Mr. Lawrence asks Emma, “Do you want me to help you with the rest of the letters, or do you want to tell me your story and I can write it?”

Emma says, “I want to tell you.” When Mr. Lawrence has gotten his “teacher pen” and says he is ready, Emma says, translanguaging in Spanish and English, “*Abuelita* and *Abuelito* live in San Diego. And all my *primos* come over. And *Abuelita y yo, ¡hacemos las mejores empanadas!*” (“Grandma and Grandpa live in San Diego. And all my cousins come over. And Grandma and I, we make the best empanadas!”) Mr. Lawrence writes what she has dictated on the bottom of her picture.

Mr. Lawrence says, “I noticed you used lots of Spanish words, just like Mia and her family do in the book! And look at all the details you put in your story, like how you and your *abuela* make *empanadas* together, and that they are the best.” Mr. Lawrence then offers other children in the group the option to dictate stories while Emma adds more details to her drawing.

“Can You Tell Me What Happens Next?”: Learning to Write Stories (First Grade)

The children in Ms. Hughes’s first-grade classroom are learning how to write stories. To support the children, Ms. Hughes engages them in daily interactive read-alouds and plays on themes from stories they have read. Ms. Hughes also regularly models how to write stories, and frequently provides opportunities for the children to retell stories. Today, the children are writing fictional stories based on their own experiences in their communities, using

a graphic organizer with room for the beginning, middle, and end of a story.

Before the children begin to write, Ms. Hughes reviews a few ideas for ways to start a story (*one day, on my birthday, a long time ago*). She then points to the poster that has a selection of four ways to begin a story.

As the children begin to write, one child says, “Maybe I can say, ‘One hot day, grandma and I, we were walking to the store.’”

“That’s a great start,” Ms. Hughes tells the child. “Can you tell me what happens next?”

The child continues, “And then, my grandma, she said, ‘Look, it’s the ice cream truck. Do you want a delicious cone?’”

Ms. Hughes says, “Your story has so much detail, like using the words ‘hot’ to describe what kind of day it is and ‘delicious’ to describe the ice cream. Keep going. What happens next? Write it down.”

Ms. Hughes then observes another child slowly writing, “mi m and me r b.” She asks the child to read what they wrote, and the child

says, “My mom and me ride the bus. And a guy was there, too.”

Ms. Hughes says, “Oh, that sounds interesting! You are using your sight word list to spell ‘and’ and ‘me.’ Let’s take a look at that last word, ‘bus.’ You have the first letter. Let’s sound out each sound of the word together to figure out what other letters are in it: /b/ /u/ /s/. What’s the second sound you hear? What’s the last sound you hear?” After the child writes the letters “u” and “s,” Ms. Hughes emphasizes the correct spelling and supports the child to add details to their sentence by asking, “That’s right, ‘b’ ‘u’ ‘s’ spells bus. Can you tell me what happens next?”

The child’s face lights up and exclaims, “A guy with a little dog. It was doing a trick!” After the children finish writing their stories, they draw pictures illustrating the events they described in their writing.

Highlights from the in-practice examples

The educators support children in expressing themselves through writing. Sharing information about themselves through text allows children to develop identities as writers. In preschool and TK, children express their thoughts by dictating. As their writing skills grow in the early grades, they transition to writing their own thoughts.

The educators use a range of instructional practices, including child-directed playful learning to support the children's story writing by providing opportunities for the children to retell stories using puppets, reenact stories in the dramatic play area, and create visual art to accompany their writing.

The educators integrate language development, reading, and writing instruction, providing a rich literacy environment. For example, Mr. Lawrence recognized Emma's knowledge of letter names and provided age-appropriate options to write or dictate her story, while Ms. Hughes supported a child sounding out the word "bus" during a writing activity.

The educators use UDL approaches to include all children in classroom activities, like providing a graphic organizer with space for writing and drawing, which provide a concrete representation of an idea.

Educators make adaptations to activities to support children with disabilities, like setting up a sloped writing surface and providing markers with grips.

The educators use books that represent children's cultures as part of a larger focus where children see their own cultures and those of their peers and communities reflected in the curriculum.

The educators affirm multilingual learners' use of both the home language and English by supporting children to use their emergent writing skills in both languages and recognizing the vibrant vocabulary children use in both languages.

Here are some other ways that educators can affirm multilingual learners:

- ◆ Share print materials in children's home languages, like books, magazines and comics, signs, or items like food boxes for pretend play. Families can help by contributing empty food boxes or other print materials.
- ◆ Invite families to share writing in their home language with the class during a visit or in a recording the class can listen to. Families can help teach children about how their home language is written, and the letters or characters they use.

- ◆ Post multilingual signs and posters around the room for frequently used words like greetings, requests, and polite terms (please, thank you, sorry).

The educators intentionally include supports for children's English language development into the learning experience by reading the same stories multiple times and highlighting narrative elements in the stories to support children's comprehension.

- ◆ In TK, Mr. Lawrence consults the *PTKLF* ELD foundations on constructing narratives (LLD:ELD.1.8.) and writing to represent words or ideas (LLD:ELD.4.1.).
- ◆ In first grade, Ms. Hughes addresses the *ELD Standards* on orally retelling texts using increasingly detailed and complete sentences (ELD.PII.1.3-5.), writing longer texts independently (ELD.PI.1.10.), and expanding noun phrases in order to add details about characters and places (ELD.PII.1.4.).

Designated ELD (K–3 educators): In addition to integrated ELD (described above), during designated ELD time, Ms. Hughes works with English learners to retell stories, focusing on expanding and enriching their ideas using detailed language. Throughout the week, she also provides props and puppets for the children to reenact the stories and prompts the children to use dialogue and new words and phrases from the books. Ms. Hughes intentionally addresses the first-grade *ELD Standards* that focus on orally retelling stories (ELD.PI.1.9.), using complex sentence structures (ELD.PII.3-6.), and using new words, such as general academic vocabulary (ELD.PI.1.12b.).

Key Area 4: Foundational Skills

Foundational skills include those related to the understanding of the sound structure of language, alphabets, and phonics. Preschool- and TK-aged children begin by learning the building blocks of letters, characters, and sounds. As their knowledge develops, children put these skills together to decode and encode words.



Learning Progression Table 4.1: Phonological/Phonemic Awareness

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.2.1. Match words that have the same first sound in speech, with adult support or the support of pictures or objects.</p> <p>PTK.Early.2.2. When presented with two single-syllable words (such as “sand” and “box”), blend them into a compound word in speech with adult support or the support of pictures or objects.</p>	<p>PTK.Later.2.1. Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.</p> <p>PTK.Later.2.2. When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.</p>	<p>RFS.K.2.a. Recognize and produce rhyming words.</p> <p>RFS.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RFS.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>RFS.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RFS.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RFS.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><i>Learners in second grade continue to use their phonological/phonemic awareness to develop their alphabetic, phonics, and decoding skills.</i></p>	<p><i>Learners in third grade continue to use their phonological/phonemic awareness to develop their alphabetic, phonics, and decoding skills.</i></p>

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Learning Progression Table 4.1: Phonological/Phonemic Awareness

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
		<p>RFS.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RFS.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFS.K.2.f. Blend two to three phonemes into recognizable words. (CA)</p>	<p>RFS.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		

Learning Progression Table 4.2: Alphabets, Phonics, and Decoding

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.2.4. Match some letter names to their printed form (for example, recognize the first letter of their name).</p> <p>PTK.Early.2.5. Recognize that letters or characters have sounds.</p>	<p>PTK.Later.2.4. Match many letter names to their printed form (for example, recognize the letters in their name and many of the letters that frequently appear on materials with peers' names).</p> <p>PTK.Later.2.5. Accurately identify or produce sounds associated with several letters or common characters with adult support.</p>	<p>RFS.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RFS.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p>RFS.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>RFS.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RFS.1.3.b. Decode regularly spelled one-syllable words.</p> <p>RFS.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RFS.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>RFS.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RFS.2.3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>RFS.2.3.c. Decode regularly spelled two-syllable words with long vowels.</p> <p>RFS.2.3.d. Decode words with common prefixes and suffixes.</p>	<p>RFS.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RFS.3.3.b. Decode words with common Latin suffixes.</p> <p>RFS.3.3.c. Decode multisyllable words.</p>

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Learning Progression Table 4.2: Alphabets, Phonics, and Decoding

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
		<p>(Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>RFS.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>RFS.1.3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RFS.1.3.f. Read words with inflectional endings.</p>	<p>RFS.2.3.e. Identify words with inconsistent but common spelling–sound correspondences.</p>	

Learning Progression Table 4.3: Fluency

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Children in preschool and TK develop skills and knowledge around spoken or signed language, print concepts, alphabets, and phonological/phonemic awareness that lead to reading fluency in later grades.</i>	<i>Children in preschool and TK develop skills and knowledge around spoken or signed language, print concepts, alphabets, and phonological/phonemic awareness that lead to reading fluency in later grades.</i>	RFS.K.4. Read emergent-reader texts with purpose and understanding.	<p>RFS.1.4.a. Read on-level text with purpose and understanding.</p> <p>RFS.1.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RFS.2.4.a. Read on-level text with purpose and understanding.</p> <p>RFS.2.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RFS.3.4.a. Read on-level text with purpose and understanding.</p> <p>RFS.3.4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>

Learning Progression Table 4.4: Writing Conventions*

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
PTK.Early.4.4. Write using scribbles that resemble letters or characters and are distinct from pictures.	<p>PTK.Later.4.2. Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.</p> <p>PTK.Later.4.4. Write a few recognizable letters or characters to represent words or ideas.</p>	<p>L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	L.2.2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).

* Additional foundations and standards related to writing, such as writing through dictation, appear in Key Area 3: Effective Expression.

In-Practice Examples

Learning Progression 4.2: Alphabetics, Phonics, and Decoding

Playful Approaches to Foundational Skills

Educators support children in learning about letter names and letter sounds as early skills toward decoding words. This support should be provided in the form of direct instruction that is age appropriate and follows a specific scope and sequence.¹⁴ The in-practice examples below demonstrate how educators implement direct instruction accompanied by playful activities to support the development of alphabetics and phonics in a TK class and of decoding in a first-grade class (refer to the learning progression on Alphabetics, Phonics, and Decoding). While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in learning alphabetics, phonics, and decoding.



As you read,

Notice how children of different ages and in different grades:

- ◆ Develop letter knowledge that supports later decoding.
- ◆ Progress from learning individual letter sounds to decoding words with more complex letter-sound relationships.

Notice how educators:

- ◆ Use a range of language and literacy instructional approaches, including direct instruction embedded in playful learning activities, to support all children, including children with disabilities.
- ◆ Use formative assessment to inform their literacy instruction.
- ◆ Create a print-rich environment.
- ◆ Engage in linguistically sustaining practices by acknowledging the contributions of multilingual children and supporting children in transferring their knowledge of their home language to English.

Musical Letters: Practicing Letter Names and Sounds (Later Preschool/TK)*

The children in Ms. Alvarez’s TK class play a game of “musical letters” to practice letter names and sounds. Ms. Alvarez focuses on letters she previously taught through direct instruction and has observed through formative assessment that the children are still learning to identify. The carpet in the middle of the classroom features the alphabet going all the way around the edge, on which each letter has a picture of an object or animal next to it. When Ms. Alvarez begins playing music, the children march around the edge of the carpet. When the music stops, they stop on a letter.

Each time the music stops, Ms. Alvarez asks three children to identify the name of the letter they have stopped on. After each child has identified their letter name, Ms. Alvarez invites the class to make the sound of the letter. Ms. Alvarez first pauses at two letters she knows most of the children will recognize (b, s, t) before strategically calling on children who stopped on less familiar letters. She knows that by playing the game this way, the children will feel more successful as they reinforce their knowledge of the more familiar letter names and sounds. Their feeling of success will allow them to focus on learning the less familiar letters’ names and sounds.

A child named Mateo pronounces the name of the letter where he stopped, F, in Spanish (/ěfě/). Ms. Alvarez agrees, “Yes, in Spanish we call this letter /ěfě/! You already know this letter in one

language.” She continues, “In English, we use the same letter, but we call it by a different name: /ěf/.” Ms. Alvarez has Mateo and the rest of the class repeat the letter name in English, then says, “Now you know this letter name in Spanish and English!” Because Ms. Alvarez knows many children in her class speak Spanish as a home language, she often connects alphabetic knowledge between the two languages, and she encourages the children to do so as well.

Ms. Alvarez shares that the letter F makes the same sound in Spanish and English, then invites the class to make the sound of the letter. When several children reply, “/f/,” Ms. Alvarez joins in making the sound and encourages the rest of the group to join in making the /f/ sound as well. She then asks the children to identify the picture next to the letter F. Several children call out, “fish,” and Ms. Alvarez emphasizes the /f/ sound in /f/-/f/-fish to help the children connect the letter and sound.

A child named Lilia, who has stopped on the letter “W,” is unsure of the letter name. Ms. Alvarez pauses to provide more information to support the child in learning the letter. “How about if I write it on the whiteboard so everyone can see it more easily?” she suggests to the class. She writes a large capital and lowercase “Ww” on the whiteboard, describing how she is writing the letter step by step (“I make a long line down at an angle ...”).

* This TK in-practice example can also apply to preschool programs serving four- and five-year-old children.

Then she asks Lilia to identify the picture that is next to the letter where Lilia stands. “Watermelon,” Lilia replies.

“Watermelon,” Ms. Alvarez repeats. “/w/-/w/-watermelon. Remember, the letter looks like this, and it makes a /w/ sound like we hear at the beginning of ‘watermelon.’” Ms. Alvarez looks at

the class group, points to the “W” in watermelon, and asks, “What letter do you think this is?” A few children call out the name of the letter, and Ms. Alvarez confirms that it is the letter “W.” The class plays additional rounds of the game with Ms. Alvarez, who continues to pause on less familiar letters to support the children’s understanding of new letter sounds.

Decoding Final–E (First Grade)

Mr. Kwon, a first-grade educator, works together with a small reading group of four children. He formed the group at the beginning of the week based on formative assessment indicating that the children in this group are ready to read a new decodable text after a short review of the target sound patterns, which Mr. Kwon has previously taught. Following a phonics scope and sequence, he engages the children in playful instruction decoding words with a long “o” sound and a final –e before they read a decodable book together. Before beginning the playful review, Mr. Kwon tells the children that the patterns they practice during the activity will show up in the book they are going to read.

Mr. Kwon tells the children they are going to do an activity where they change short vowel sounds to long vowel sounds. He holds up a small whiteboard on which he has written several words with small sticky notes at the end: *not_*, *hop_*, and *rob_*. He first models decoding the word *not*, tracing his finger under the letters while reading aloud, “/n/ /ō/ /t/, /n/ /ō/ /t/. Not.” He then asks a child

named Malik to pull off the sticky note. Malik pulls off the sticky note, revealing the letter “e” at the end. Mr. Kwon reminds the children of what they have learned on previous days: that the letter “e” at the end of the word changes the “o” from a short vowel to a long vowel, so it sounds like /ō/. He models reading, “/n/ /ō/ /t/. Note.” He then models decoding the next short vowel word, *hop*. This time he asks the children to jump up and yell, “Show me the ‘e!’” When they do, he invites another child to pull off the sticky note and reveal the new word *hope*. Mr. Kwon gestures to the group, telling them “The letter ‘e’ has appeared! What other letter in the word has changed its sound?”

One child raises their hand and replies, “O.”

“What sound did ‘O’ make before the letter ‘e’ was added?” Mr. Kwon asks the group, covering up the “e” with one hand and gesturing to the whole group with the other.

“/ō/” they reply.

“And what sound does it make now that the letter ‘e’ is at the end?” He gestures to a different child than the one who answered before.

“/ō/,” the child replies.

Mr. Kwon asks the group to sound out the new word /h/ /ō/ /p/ together, and they do. He gestures to the “e.” “Does the letter ‘e’ make a sound in this word?” The children reply that it does not. Mr. Kwon asks them to sound it out again and put it together: /h/ /ō/ /p/. /h/ /ō/ /p/. “What word do we make when we put the sounds together?” he asks them.

The children shout, “Hope!”

Mr. Kwon nods and says, “Hope. Like, ‘I *hope* we get to play soccer later,’” using the word in a sentence to support the children’s understanding of the word *hope*. Mr. Kwon repeats the activity with the last word on the board, *rob* (which becomes *robe*). This time he asks individual children to decode both the words *rob* and *robe*. He provides scaffolds for the children by reminding them of the sound pattern before asking them to respond. After the short review, Mr. Kwon hands each child a copy of the new decodable book and reminds them that the long “o” pattern they just reviewed will be found in the words of the book. In order to ensure that the children decode words for themselves, he reminds them to read them out loud at their own pace, not in unison. Mr. Kwon leans in and listens to each child while they read in order to provide scaffolding as needed.

Highlights from the in-practice examples

The educators use a range of language and literacy instructional approaches, including direct instruction within playful activities. Ms. Alvarez and Mr. Kwon use movement and fun to help children stay active and engaged while learning the skills of letter recognition and spelling–sound correspondence. Robust direct instruction when teaching foundational skills is crucial, as is fostering a sense of joy in learning and using foundational skills.

To successfully teach foundational skills in English to multilingual children, educators help children draw connections between their concept knowledge in all of their languages and their foundational skills in English. Here are some ways educators can support multilingual children in learning foundational skills in English:

- ◆ Ensure that children understand the meaning of the words they are learning to decode. Introduce new words using games, songs, enactments, or props. Check in frequently with multilingual learners to establish understanding.
- ◆ Point out similarities and differences in the sounds, letters, and letter–sound relationships of the child’s home language and English.

The educators use formative assessment to inform literacy instruction by monitoring students’ progress and keeping track of which letters and sounds require additional practice.

The educators create a print-rich environment. The educators create an environment filled with text and words by having classroom materials featuring print (such as an alphabet carpet) and instructing children to write on whiteboards as part of instructional activities.

The educators engage in linguistically sustaining practices by intentionally acknowledging the contributions and ideas of multilingual children. When children in Ms. Alvarez’s class respond using knowledge from their home language, she acknowledges that the child has correctly labeled the letter in Spanish and frames their multilingual abilities as an asset. Educators may provide similar support to children who speak varieties of English, such as African American English or Chicano English, in which some words are pronounced differently than the same words in General American English.¹⁵

The educators support children with disabilities by providing direct instruction in foundational skills and presenting information in various modalities. Direct instruction in the skills of alphabetics, phonics, decoding, and encoding is important for all children, and it is especially important

for children with dyslexia and other learning disabilities. As outlined in the *California Dyslexia Guidelines*, literacy instruction should be systematic and cumulative, explicit, and diagnostic.¹⁶ In addition, educators use a range of approaches and modalities (such as having written letters supported with pictures, writing on the board, speaking aloud, and incorporating movement), a UDL strategy to make learning accessible for each child. They also use predictable instructional routines, which help the children anticipate what they will be doing in the learning activity and help them focus. The educators in these examples referenced the *California Dyslexia Guidelines* when planning instruction.

Here are some additional ways educators can support children with dyslexia in learning foundational skills:

- ◆ When planning, provide additional time for foundational skills instruction and repetition of target skills.
- ◆ Provide materials with fewer items on a single line or page.
- ◆ Reference the children's IEPs or 504 plans, and chapter 11 of the *California Dyslexia Guidelines*, with a focus

on phonology, sound–symbol associations, syllables, morphology, syntax, and semantics to complement and support instruction on alphabetics, phonics, and encoding.

The educators intentionally include supports for English language development by providing a model of classroom English and providing direct instruction in the foundational skills of English literacy. In TK, Ms. Alvarez integrates direct instruction with children's multilingual assets to help them apply knowledge from their home language to their developing understanding of English letters and sounds. Mr. Kwon also supports children who are English learners by supporting their understanding of the words they are learning to sound out.

- ◆ In TK, Ms. Alvarez consults the *PTKLF* in ELD on alphabetics and print (LLD:ELD.2.4. and LLD:ELD.2.5.).
- ◆ In first grade, Mr. Kwon consults Part III of the first-grade *ELD Standards* ("Using Foundational Literacy Skills") and chapter 6 of the *ELD Standards* ("Foundational Literacy Skills for English Learners") to integrate specialized support for English learners.

Designated ELD (K–3 educators): In addition to integrated ELD (described above), during designated ELD time, Mr. Kwon does not focus on teaching foundational skills explicitly. Instead, he prioritizes higher-order language and literacy skills, particularly spoken and academic English, in accordance with the guidance of the *English Language Arts/English Language Development Framework*. During literacy instruction and throughout all content instruction, Mr. Kwon checks that children understand the meaning of the words they are learning. This approach benefits the child’s development of foundational skills and ensures that Mr. Kwon does not confuse pronunciation differences with reading errors.

Outside of designated ELD time, Mr. Kwon ensures that sufficient time is provided for each English learner to receive direct, systematic foundational skills instruction in English based on their individual strengths and needs. He uses information gathered from formative assessment to provide children with additional targeted instruction, intensified instruction, or strategic instruction as needed during their literacy block.

Key Area 5: Content Knowledge

Children’s language and literacy knowledge develops together with their understanding of information in all content areas. Children use their growing language and literacy knowledge and skills to learn in content areas such as mathematics, science, or social studies. For example, their developing ability to engage in conversations and discussions allows them to participate in learning activities in all content areas. Likewise, learning content in different areas supports children’s language and literacy development—for example, by introducing topic-specific academic vocabulary or introducing children to written texts in a variety of genres, such as informational texts, poetry, and fiction.



Learning Progression Table 5.1: Engaging in Inquiry-Based Approaches to Reading and Writing

Preschool/Transitional Kindergarten Learning Foundations		Common Core State Standards			
3 to 4 ½ Years Old	4 to 5 ½ Years Old	Kindergarten	Grade 1	Grade 2	Grade 3
<p>PTK.Early.3.1. Demonstrate interest in and engagement with literacy and literacy-related activities.</p> <p>PTK.Early.3.3. Demonstrate basic understanding of informational text after the child has experienced the text a few times.</p>	<p>PTK.Later.3.1. Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.</p> <p>PTK.Later.3.3. Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.</p>	<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

In-Practice Examples

Learning Progression 5.1: Engaging in Inquiry-Based Approaches to Reading and Writing

Learning About Habitats Through Inquiry-Based Approaches

Educators can leverage children’s developing language and literacy skills to help them engage more readily with academic content across domains. In turn, engaging with new academic content from different domains supports children’s language and literacy development. Educators can support children’s growing literacy skills and content knowledge with learning opportunities that integrate literacy, collaborative research, and meaningful conversations around academic topics. The in-practice examples below demonstrate how educators incorporate conversations, reading, and writing as children investigate academic topics in small groups in kindergarten and second grade (refer to the learning progression on Engaging in Inquiry-Based Approaches to Reading and Writing). The educator guides children in kindergarten to draw from their own experiences and recall information they have learned from a book to answer questions about a desert habitat. The educator in second grade supports children in gathering information from books and websites to produce their own informative brochure about a habitat. While the in-practice examples below are grade specific, educators in other grades can adapt similar strategies to support children in engaging in inquiry-based approaches to reading and writing.

As you read,

Notice how children of different ages and in different grades:

- ◆ Participate in shared research projects in which they apply their reading and writing skills to build their knowledge about a topic.
- ◆ Draw on their own knowledge and experiences to answer questions and develop the ability to gather information from outside sources to add to their knowledge.

Notice how educators:

- ◆ Use collaborative research activities as opportunities for children to express their ideas through writing, providing visual supports and step-by-step guidance to scaffold learning for all children, including children with disabilities.
- ◆ Connect information from books to children’s existing knowledge and experiences.
- ◆ Engage in culturally and linguistically sustaining practices by encouraging the use of children’s home languages and acknowledging connections between the learning they do in school and the learning they do in their communities.
- ◆ Provide opportunities for extended and meaningful conversations about the topic.

Learning About Habitats Through Inquiry-Based Approaches (Kindergarten)

The children in Ms. Andreas's kindergarten classroom are learning about deserts as part of a larger unit on habitats. For the last few days, Ms. Andreas has read the class an informational text about deserts, which are the type of habitat of their surrounding community. She also invited one child's aunt from the Timbisha Shoshone tribe to visit the class to talk about Timbisha relationships with the desert. Ms. Andreas is now inviting children to investigate desert habitats using the information they have learned from the text, the guest speaker, and their own knowledge and experiences.

Yesterday, Ms. Andreas facilitated small-group discussions in which children shared what they remembered about desert habitats. She then invited children to work in their small groups to draw large pictures of a desert on posterboard based on what they recalled in their discussions. Ms. Andreas helped the children label their posters with the word "Deserts" by modeling writing the word on the board and sounding it out as she wrote.

Today, they will focus on animals of the desert. Ms. Andreas arranges the children into the small groups they worked in yesterday. Then she passes each small group a sheet of paper with photographs of animals on it: a coyote, whale, monkey, jackrabbit, lizard, duck, and rattlesnake. She points to the animal pictures one by one, calling on a table group to name the animal.

When one table group identifies the rattlesnake, a child named

Maya says, "Auntie Renae told us this is a *tokowa* [snake]," referring to a member of their tribal community who leads language lessons that several children in the class attend outside of school. Several children agree.

Ms. Andreas replies, "*Tokowa*. Now we have a name for it in two languages!" She asks the children if any of them have ever seen a rattlesnake in real life.

"My mom saw one," a child named Cara replies. "She makes us be careful when we go out on a walk." Ms. Andreas confirms that rattlesnakes can be found in the area around their community.

Once the class has identified all the animals, Ms. Andreas tells them that they will work in their groups to decide whether or not each animal is a desert animal. To help them, they can check the book Ms. Andreas had previously read to them, which she has propped open to display a page about desert animals at the front of the room.

As the children discuss the animals on the page, Ms. Andreas moves from group to group to check their understanding. When the groups have finished, Ms. Andreas addresses the whole class once more to discuss their conclusions. She then introduces the next step of the activity, in which children will add drawings of the animals to their group posters and write the name of each animal next to its picture as she models writing the words.

Conducting Research on Habitats (Second Grade)

Mr. Jackson’s second-grade class has been learning about animals and animal habitats, such as wetlands, oceans, freshwater habitats, and polar habitats. Mr. Jackson has read aloud to the children from informational books and has guided the children in small-group and whole-class reading activities in which they have explored other informational and fictional texts related to animals and their habitats. A wall of the classroom has been divided into sections representing different habitats. Each section features children’s artwork depicting the habitat paired with colored pictures of plants and animals from the habitat. Nearby, Mr. Jackson has also displayed a word bank of important vocabulary, such as *species*, *region*, and *adapt*. As part of their learning unit, Mr. Jackson introduces an activity in which children will pair up to create a brochure for a habitat of their choice. Each brochure should contain information about one animal and one plant that live in the habitat.

For the past two days, Mr. Jackson has guided the children in brainstorming ideas for the project and organizing their ideas using graphic organizers. He first modeled this step by creating a graphic organizer for a desert, the habitat of their community. Today, he announces the class will be going to the school library to continue their research. At the library, the librarian has already selected several books, including bilingual books, which she has placed on a table for the children to explore. She will also help children find additional books about their habitats. In addition, the children

will research information online using three websites that Mr. Jackson has identified as useful resources. Mr. Jackson previously bookmarked the websites on the computers so the children can navigate to them easily. He assigns each pair of children a “station” of the library where they will begin: the table of books, the library shelves to find new books, or the computer tables.

Our habitat: _____

<u>Plants</u>	<u>Animals</u>
<u>Climate</u>	<u>Other facts</u>

The librarian leads a group of children to the shelf of life science books that will be useful for their projects. Some of the children begin looking at book covers and titles to identify relevant texts.

While they explore the books, Mr. Jackson works with children who are looking up information online. One pair, Jae and Zachary, have navigated to one of the websites on the computer they are sharing. They explain to Mr. Jackson that they would like to create a brochure about a polar habitat, but they have not yet been able to find much information on plants that live in polar habitats. “Let’s see how we might find more about the plants,” he suggests. Jae looks through the images on the screen and hovers over one with a large caption reading “Polar Regions.” “‘Regions,’” points out Mr. Jackson. “That’s one of the new words we’ve learned. What does ‘region’ mean?”

“An area?” Jae recalls, and Mr. Jackson nods.

Jae clicks on the image to open a page on polar regions. Mr. Jackson points out the page headings—*Seasons*, *Animals*, and *Plant*

Life—in order to help the children navigate the information. He invites Zachary to read the headings aloud, but Zachary hesitates. Mr. Jackson supports him in decoding the word “Seasons” by reminding him to break the word into two parts after the first group of vowels.

After Zachary reads the third heading, “Plant Life,” Jae excitedly points to the screen. “That one,” he tells Zachary. Mr. Jackson confirms that this section will tell them more about plants that grow in polar habitats. He stays next to them for another minute to provide support if needed as they read the words *moss*, *grasses*, and *shrubs* to each other, pointing at the pictures next to each word.

Highlights from the in-practice examples

The educators use collaborative research activities as opportunities for children to express themselves in writing.

The activities in the in-practice examples integrate reading, writing, and collaborative research. Through these integrated activities, children learn how to express their thoughts and ideas in print, even if they are still at a developmental level where their writing is extensively scaffolded by the educator.

The educators connect information from books to children's existing knowledge and experiences.

In kindergarten, Ms. Andreas encourages the children to think about the animals they encounter in their own community. In second grade, Mr. Jackson also draws on the children's existing knowledge of their own community to model the activity they will complete.

The educators engage in culturally and linguistically sustaining practices by connecting the lesson to children's knowledge from their cultures and communities.

In kindergarten, Ms. Andreas encourages the multilingual learners in her classroom by celebrating their growing vocabulary in a new language they are learning and by welcoming their use of key words in their heritage language, supporting their connection to their cultural heritage. In second grade, Mr. Jackson, together with the librarian, provides bilingual books as additional resources for several of the multilingual learners.

Here are some examples of other ways educators can engage in culturally and linguistically sustaining practices during content instruction:

- ◆ During a lesson on desert habitats, provide images or books that feature deserts from around the world, such as the Mojave, Sahara, Kalahari, or Gobi, allowing children to explore information about deserts connected to their heritage countries. Mapping the deserts as a class also helps children develop content knowledge and map literacy.
- ◆ Have children interview family or community members about life in their neighborhood a long time ago. Compare the information they have learned to life in their neighborhood today.
- ◆ In later grades, have children write a letter to a local representative expressing their opinions on an issue that is affecting their community.

The educators provide opportunities for extended and meaningful conversations as a whole class, in small groups, and one-to-one with peers and the educator.

The educators create a learning environment that incorporates principles of UDL to support all children. The educators provide step-by-step guidance on the complex activities in which children are engaged. They also provide visual supports in the form of pictures and written words.

Ms. Andreas and Mr. Jackson also check in with the class throughout the activity to ensure the children understand what is being read and discussed, and provide additional scaffolding to children when needed.

- ◆ Using these strategies supports all children’s learning and can help children with learning disabilities fully participate in complex activities. Incorporating visuals and graphic organizers are two examples of strategies that can support children with learning disabilities alongside the specific supports provided in accordance with their IFSP, IEP, or 504 plan.

The educators provide a rich learning experience that supports different areas of children’s language and literacy development during content instruction. In Ms. Andreas’s kindergarten class, children practice encoding a content-specific vocabulary word with support from their educator. Mr. Jackson provides scaffolds as children decode unfamiliar words in digital informative texts.

The educators intentionally include supports for English language development by providing visual supports with pictures, using graphic organizers, defining new vocabulary, and checking in with children to ensure that they understand. The educators also create a climate that welcomes and celebrates multilingualism and translanguaging.

- ◆ In Kindergarten, Ms. Andreas addresses the Kindergarten *ELD Standards* on contributing to whole class and paired discussions (ELD.PI.K.1.) and listening actively (ELD.PI.K.5.) to integrate ELD instruction.
- ◆ In second grade, Mr. Jackson addresses second-grade *ELD Standards* on contributing to small group discussions (ELD.PI.2.1.), collaborating with peers on shared writing projects (ELD.PI.2.2.), and writing longer and more detailed informational texts collaboratively with peers (ELD.PI.2.10.) to integrate ELD instruction.

Designated ELD (K–3 educators): In addition to integrated ELD (described above), during designated ELD time, Ms. Andreas and Mr. Jackson work with children who are English learners to describe habitats and environments using increasingly detailed sentences and key words (ELD.PI.K.12a., ELD.PI.2.12a.) and expanded noun phrases (ELD.PII.K.4., ELD.PII.2.4.). For example, during one designated ELD lesson, Mr. Jackson facilitates a game in which children take turns with a partner using adjectives posted on a chart to describe an animal (such as, “I saw an enormous, fierce jaguar walking through the dark, damp rainforest!”).

Appendix A

Supporting English Language Development Across the P–3 Continuum

Multilingual children in California schools and early education programs are developing proficiency in both English and one or more other languages. Supporting multilingual learners' language development involves promoting the continued development of the home language and English. Regardless of the language or languages used during instruction, linguistically sustaining educators are aware that multilingual children's home languages are valuable personal, intellectual, and community resources.* They recognize that children are at risk of losing their home language competence as they develop their English language skills. Linguistically sustaining educators also acknowledge the importance of supporting the development of the heritage language for children from Native nations and tribal communities that are engaged in language revitalization efforts. Children's home language development is foundational to learning additional languages. Educators can create classroom environments that invite children's use of home languages and heritage languages throughout the day. Educators can also encourage families to maintain and continue to develop the home languages and

heritage languages in their communities as children add English to their linguistic repertoires. Overall, children's multilingualism should be valued as an asset.

For many multilingual learners, the P–3 school environment is the primary context for learning English. English language development (ELD) instruction provides equitable access to, and meaningful participation in, learning activities conducted in English and supports children's steady progress toward full proficiency in the English language. In preschool and transitional kindergarten (TK) programs, educators integrate ELD throughout daily routines and classroom activities. In K–12, educators take a comprehensive approach to ELD instruction, which includes both integrated ELD (instruction that occurs throughout the day in all content areas) and designated ELD (dedicated ELD instructional time).**

Teaching Strategies to Support English Language Development

Educators use engaging and interactive teaching strategies to support ELD using a culturally and linguistically sustaining approach. While particularly helpful when supporting English learners, the following strategies can benefit all children's learning:

- * Chapter 3 in [Improving Education for Multilingual and English Learner Students](#) provides an overview of language acquisition program models and pedagogical approaches.
- ** Integrated and designated ELD are explained in chapter 2 in the [English Language Arts/English Language Development Framework](#) (CA ELA/ELD Framework). Content referencing transitional kindergarten should be used alongside the *Preschool/Transitional Kindergarten Learning Foundations*.

- ◆ **Hands-on learning:** Engage children in experiential learning activities where they interact with the content actively and in collaboration with peers. For example, children engage in a science investigation in which they use three-dimensional models to share what they have observed or use art to create a visual representation of what they learned about a topic. These opportunities deepen understanding of content and provide authentic opportunities for children to practice their English.
- ◆ **Props and concrete objects:** Use concrete objects and materials, including props, visual representations, and costumes, to help children learn new vocabulary in English and make meaning about new topics. For example, invite children to reenact a story or invent a new story using props. Using these materials helps children deepen their understanding of content presented in English. It also presents an opportunity to practice using content-related language they are learning in English, including vivid vocabulary and dialogue.
- ◆ **Protocols and discussion norms:** Provide protocols with clear roles and steps or norms for participating in discussions in English. Providing protocols or discussion norms helps children engage meaningfully in productive discussions, reinforces their discussion skills such as turn taking, and strengthens their English language proficiency as speakers and listeners.
- ◆ **Language frames:** Provide and model the use of language frames in English (for example, “I think ____, because ____.”). Language frames should be developmentally and linguistically appropriate and over time can contain increasingly complex grammatical structures or reference word banks for specific parts of speech (for example, “I think the character was behaving ____ + adverb because ____.” *Adverb word bank: selflessly, recklessly, selfishly, angrily*). Language frames introduce language patterns and academic terms that children can then use, unprompted, in spoken and written English. This helps them to express themselves effectively and expands their grammatical knowledge.
- ◆ **Think-pair-share:** Provide children opportunities to discuss an idea or solution to a problem with a partner in English after they have had a chance to think about it independently. This peer-to-peer discussion strengthens children’s use of English and expands their conceptual understanding. Think-pair-share also supports children in rehearsing the language they might later use in a whole-group setting. It is important to structure the think-pair-share with a protocol that sets expectations for listening, speaking, and using conversation norms.
- ◆ **Vocabulary instruction:** Use explicit instructional routines to help children learn new academic vocabulary in English and model appropriate use of vocabulary. Encourage them to use the words over time in various activities, such as in the context of hands-on learning activities or free play with peers. This instruction helps children learn the words deeply so they can use them intentionally in speaking and writing.
- ◆ **Songs, chants, and gestures:** Use songs or chants in English about a novel concept or topic, using new vocabulary and gestures. This use reinforces children’s conceptual understandings and strengthens their ability to use new vocabulary in English.

- ♦ **Wide reading:** Provide high-quality children's literature from different genres and informational texts on diverse topics to help build children's knowledge about language and content in English. To ensure children see themselves reflected and represented in texts, choose texts that are relevant to children's families and communities and are written by authors from those communities. Support children through educator read-alouds, independent reading, and shared reading experiences with other children (for example, engaging in small-group discussions about a text). These practices enhance children's literacy skills, vocabulary expansion, and content knowledge.
- ♦ **Graphic organizers and visual supports:** Incorporate graphic organizers with language supports and visuals as scaffolds during learning activities conducted in English. Educators might provide graphic organizers that contain visuals or descriptions of key vocabulary in a text or language frames to support children's discussions or written responses to the text. These materials support children's comprehension of English texts and productive spoken and written language in English.
- ♦ **Translanguaging:** Offer opportunities for children to leverage all their linguistic resources, including the home language or other languages the child uses, whether instruction is provided in English, their home language, or another language the child uses. Translanguaging, when children combine and integrate languages they know when communicating, is a natural part of being multilingual that helps with learning. For example, educators can pair children who share the same home language in a think-pair-share activity to discuss an idea before sharing it in a small group.

Appendix B

Additional Resources

Key Area 1: Language Development

For extended vignettes on how children develop vocabulary and grammar, refer to the following:

California Preschool Curriculum Framework, Volume 1
(Additional resources from the *Preschool Curriculum Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Understanding and Using Words for Objects, Actions, and Attributes, p. 117
- ◆ Understanding and Using Words for Categories of Things and Actions, p. 119
- ◆ Understanding and Using Words for Simple and Complex Relations Between Objects, p. 120
- ◆ Understanding and Typically Using Age-Appropriate Grammar, p. 123
- ◆ Bringing It All Together, p. 125
- ◆ Children Listen with Understanding, p. 189
- ◆ Bringing It All Together, p. 194
- ◆ Children Use Nonverbal and Verbal Strategies to Communicate with Others, p. 197

English Language Arts/English Language Development Framework

Kindergarten

- ◆ Vignette 3.4. General Academic Vocabulary Instruction from Storybooks, Designated ELD in Kindergarten
- ◆ Snapshot 3.4. Collecting and Reporting Data on Litter at School, Integrated ELA, ELD, Science, and History–Social Science in Kindergarten
- ◆ Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten

First Grade

- ◆ Snapshot 3.9. Teaching Science Vocabulary, Integrated ELA, ELD, and Science in Grade One
- ◆ Snapshot 3.11. Expanding Sentences and Building Vocabulary, Designated ELD Connected to ELA/Social Studies in Grade One

Second Grade

- ◆ Vignette 4.2. Discussing “Doing” Verbs in Chrysanthemum, Designated ELD Instruction in Grade Two

- ◆ Snapshot 4.1. Understanding Erosion, Integrated ELA and Science in Grade Two
- ◆ Snapshot 4.2. Mystery Bags, Integrated ELA, ELD, Science, and Visual Arts in Grade Two
- ◆ Snapshot 4.3. Language Used in Informational Text, Designated ELD Connected to Science in Grade Two

- ◆ Snapshot 4.4. Academic Vocabulary Used in Biographies, Designated ELD Connected to History–Social Science in Grade Two

Third Grade

- ◆ Snapshot 4.10. Retelling Stories, Designated ELD Connected to ELA in Grade Three

Key Area 2: Meaning Making

For extended vignettes on how children make meaning, refer to the following:

California Preschool Curriculum Framework, Volume 1 (Additional resources from the *Preschool Curriculum Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Comprehension and Analysis of Age-Appropriate Text, p. 146
- ◆ Literacy Interest and Response, p. 151
- ◆ Bringing It All Together, p. 154
- ◆ Children Demonstrate Appreciation and Enjoyment of Reading and Literature, p. 207
- ◆ Children Show an Increasing Understanding of Book Reading, p. 209

English Language Arts/English Language Development Framework

Transitional Kindergarten (Transitional Kindergarten vignettes and snapshots from the *English Language Arts/English Language Development Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten
- ◆ Snapshot 3.2. *Goldilocks and the Three Bears*, Integrated ELA and ELD in Transitional Kindergarten
- ◆ Snapshot 3.3. Animal Informational Alphabet Books, Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

Kindergarten

- ◆ Vignette 3.3. Interactive Storybook Read Aloud, Integrated ELA/Literacy and ELD Instruction in Kindergarten
- ◆ Snapshot 3.5. *David Goes to School*, Integrated ELA and Civics in Kindergarten
- ◆ Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten

First Grade

- ◆ Vignette 3.5. Interactive Read Alouds with Informational Texts, Integrated ELA, Literacy, and Science Instruction in Grade One
- ◆ Vignette 3.6. Unpacking Sentences, Designated ELD Instruction in Grade One

Second Grade

- ◆ Vignette 4.1. Close Reading of *Lily's Purple Plastic Purse* (Narrative Text), ELA Instruction in Grade Two
- ◆ Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum*, Designated ELD Instruction in Grade Two

Third Grade

- ◆ Vignette 4.3. Collaborative Summarizing with Informational Texts, Integrated ELA and Science Instruction in Grade Three
- ◆ Vignette 4.4. Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade Three
- ◆ Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward*, Integrated ELA in Grade Three
- ◆ Snapshot 4.10. Retelling Stories, Designated ELD Connected to ELA in Grade Three

Key Area 3: Effective Expression

For extended vignettes on how children learn oral retelling and writing, refer to the following:

California Preschool Curriculum Framework, Volume 1 (Additional resources from the *Preschool Curriculum Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Use Language to Communicate with Others, p. 112
- ◆ Tell a Short Story or Retell Something That Happened Earlier in the Day, p. 115
- ◆ Writing Strategies, p. 159
- ◆ Children Use Language to Create Oral Narratives About Their Personal Experiences, p. 201
- ◆ Children Use Writing to Communicate Their Ideas, p. 220

English Language Arts/English Language Development Framework

Transitional Kindergarten (Transitional Kindergarten vignettes and snapshots from the *English Language Arts/English Language Development Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten

- ◆ Vignette 3.2. Retelling *The Three Little Pigs* Using Past Tense Verbs and Expanded Sentences Designated ELD Instruction in Transitional Kindergarten
- ◆ Snapshot 3.2. *Goldilocks and the Three Bears*, Integrated ELA and ELD in Transitional Kindergarten
- ◆ Snapshot 3.3. Animal Informational Alphabet Books, Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

Kindergarten

- ◆ Vignette 3.3. Interactive Storybook Read Aloud, Integrated ELA/Literacy and ELD Instruction in Kindergarten
- ◆ Vignette 3.4. General Academic Vocabulary Instruction from Storybooks, Designated ELD in Kindergarten
- ◆ Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten

First Grade

- ◆ Snapshot 3.11. Expanding Sentences and Building Vocabulary, Designated ELD Connected to ELA/Social Studies in Grade One

Second Grade

- ◆ Snapshot 4.3. Language Used in Informational Text, Designated ELD Connected to Science in Grade Two

Third Grade

- ◆ Vignette 4.3. Collaborative Summarizing with Informational Texts, Integrated ELA and Science Instruction in Grade Three

Key Area 4: Foundational Skills

For extended vignettes on how children develop foundational reading skills, refer to the following:

California Preschool Curriculum Framework, Volume 1 (Additional resources from the *Preschool Curriculum Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Concepts About Print, p. 129
- ◆ Phonological Awareness, p. 133
- ◆ Alphabetics and Word/Print Recognition, p. 140
- ◆ Children Demonstrate an Understanding of Print Conventions, p. 210
- ◆ Children Demonstrate Awareness That Print Carries Meaning, p. 212
- ◆ Children Demonstrate Progress in Their Knowledge of the Alphabet in English, p. 213
- ◆ Children Demonstrate Phonological Awareness, p. 214

- ◆ Snapshot 4.10. Retelling Stories, Designated ELD Connected to ELA in Grade Three

English Language Arts/English Language Development Framework

Transitional Kindergarten Through Grade One (Transitional Kindergarten vignettes and snapshots from the *English Language Arts/English Language Development Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Snapshot 3.1. *Tingo Tango Mango Tree*, Integrated ELA and Mathematics in Transitional Kindergarten
- ◆ Snapshot 3.3. Animal Informational Alphabet Books, Integrated ELA, Science, and Visual Arts in Transitional Kindergarten
- ◆ Snapshot 8.5. Interim (Medium-Cycle) Assessment in Grade One
- ◆ Snapshot 8.8. Teacher Feedback in Grade One
- ◆ Figure 3.7. Independence with the Code
- ◆ Figure 3.8. Phonological Units of Speech
- ◆ Figure 3.9. English Phonemes

- ◆ Figure 3.10. Phonics and Word Recognition Terminology, Including Morphology
- ◆ Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span
- ◆ Figure 3.24. Kindergarten Standards in Phonological Awareness with Examples
- ◆ Figure 3.25. Kindergarten Standards in Phonics and Word Recognition with Examples
- ◆ Figure 3.31. Grade One Standards in Phonological Awareness with Examples
- ◆ Figure 3.32. An Elkonin Box with Letter Tiles
- ◆ Figure 3.33. Grade One Standards in Phonics and Word Recognition with Examples
- ◆ Figure 3.34. Blending Sounds in Printed Words in Grade One
- ◆ Figure 4.8. Stages of Spelling Development
- ◆ Figure 4.11. English Syllable Types

Grades Two and Three

- ◆ Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three
- ◆ Figure 4.18. Grade Two Standards in Phonics and Word Analysis with Examples
- ◆ Figure 4.19. Mean Oral Reading Rate of Grade Two Students
- ◆ Figure 4.27. Grade Three Standards in Phonics and Word Analysis Skills with Examples
- ◆ Figure 4.28. Cards Sorted by Prefix
- ◆ Figure 4.29. Mean Oral Reading Rate of Grade Three Students

Additional resources:

- ◆ [*Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*](#)
- ◆ [*California Dyslexia Guidelines*](#)
- ◆ [*California's Practitioners' Guide for Educating English Learners with Disabilities*](#)

Key Area 5: Content Knowledge

For extended vignettes on how children develop content knowledge across the subject areas, refer to the following:

California Preschool Curriculum Framework, Volume 1 (Additional resources from the *Preschool Curriculum Framework* should be used alongside the current *California Preschool/Transitional Kindergarten Learning Foundations*)

- ◆ Bringing It All Together, p. 154
- ◆ Bringing It All Together, p. 222

English Language Arts/English Language Development Framework

Transitional Kindergarten

- ◆ Snapshot 3.3. Animal Informational Alphabet Books, Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

Kindergarten

- ◆ Snapshot 3.4. Collecting and Reporting Data on Litter at School, Integrated ELA, ELD, Science, and History–Social Science in Kindergarten
- ◆ Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten

First Grade

- ◆ Vignette 3.5. Interactive Read Alouds with Informational Texts, Integrated ELA, Literacy, and Science Instruction in Grade One
- ◆ Vignette 3.6. Unpacking Sentences, Designated ELD Instruction in Grade One

Second Grade

- ◆ Snapshot 4.1. Understanding Erosion, Integrated ELA and Science in Grade Two

Third Grade

- ◆ Vignette 4.3. Collaborative Summarizing with Informational Texts, Integrated ELA and Science Instruction in Grade Three
- ◆ Vignette 4.4. Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade Three
- ◆ Snapshot 4.7. Biography Tableaux of American Heroes, Integrated ELA, History–Social Science, and Theatre in Grade Three
- ◆ Snapshot 4.8. Research to Create a Bird Nesting Environment, Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three
- ◆ Snapshot 4.9. Creating a Classroom Constitution, Integrated ELA and History–Social Science in Grade Three

Appendix C

English Phoneme Table

The table below provides a guide to pronouncing the sounds indicated in the examples of the *Preschool Through Third Grade (P–3) Learning Progressions* in Language and Literacy Development.* The symbols in this table represent common sounds in English. Many of these sounds also occur in other languages.

Symbol	As heard in...	Symbol	As heard in...	Symbol	As heard in...
/ā/	angel, rain	/är/	car, far	/s/	soup, face
/ă/	cat, apple	/ôr/	four, or	/t/	time, cat
/ē/	eat, seed	/ûr/	her, bird, turn	/v/	vine, of
/ĕ/	echo, red	/b/	baby, crib	/wh/	what, why
/ī/	island, light	/k/	cup, stick	/w/	wet, wind
/ĭ/	in, sit	/d/	dog, end	/y/	yes, beyond
/ō/	oatmeal, bone	/f/	phone, golf	/z/	zoo, because
/ö/	octopus, mom	/g/	gift, dog	/th/	thing, health
/û/	up, hum	/h/	happy, hat	/th/	this, brother
/ōō/	oodles, moon	/j/	jump, bridge	/sh/	shout, machine
/öö/	put, book	/l/	lip, fall	/zh/	pleasure, vision
/ə/	above, sofa	/m/	mother, home	/ch/	children, scratch
/oi/, /oy/	oil, boy	/n/	nose, on	/ng/	ring, finger
/ou/, /ow/	out, cow	/p/	pencil, pop		
/aw/, /ô/	awful, caught	/r/	rain, care		

* *Purposeful Play for Early Childhood Phonological Awareness* by Hallie Kay Yopp and Ruth Helen Yopp, © 2011 used with permission of Shell Educational Publishing, Inc., Huntington Beach, CA; 1-800-858-7339; teachercreatedmaterials.com. All rights reserved.

Endnotes

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- 2 California Department of Education, *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (Sacramento: California Department of Education, 2013).
- 3 Lauren B. Adamson, Margaret O'Brien Caughy, Roger Bakeman, Raúl Rojas, Margaret Tresch Owen, Catherine S. Tamis-LeMonda, Daniel Pacheco, Amy Pace, and Katharine Suma, "The Quality of Mother–Toddler Communication Predicts Language and Early Literacy in Mexican American Children from Low-Income Households," *Early Childhood Research Quarterly* 56 (2021): 167–179; Fufen Jin, Synnve Schjølberg, Mari Vaage Wang, Patricia Eadie, Ragnhild Bang Nes, Espen Røysamb, and Kristian Tambs, "Predicting Literacy Skills at 8 Years from Preschool Language Trajectories: A Population-Based Cohort Study," *Journal of Speech, Language, and Hearing Research* 63, no. 8 (2020): 2752–2762.
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- 12 Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 3rd ed. (New York: Teachers College Press, 2018): 21; Moi Mooi Lew and Regena Fails Nelson, “New Teachers’ Challenges: How Culturally Responsive Teaching, Classroom Management, and Assessment Literacy Are Intertwined,” *Multicultural Education* 23, no. 3–4 (Spring–Summer 2016): 7–13; Luis C. Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez, “Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms,” *Theory Into Practice* 31, no. 2 (Spring 1992): 132–141.
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