

# HANDOUT 1

## Language Use and Conventions and English-Language Development Foundation Maps

### Listening and Speaking

#### 1.0 Language Use and Conventions

At around 48 months of age	At around 60 months of age
<b>Children understand and use language to communicate with others effectively.</b>	<b>Children extend their understanding and usage of language to communicate with others effectively.</b>
<b>1.1</b> Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	<b>1.1</b> Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
<b>Examples</b>	<b>Examples</b>
<i>Describing</i> <ul style="list-style-type: none"> <li>The child says, "It was big and green and scary."</li> </ul> <i>Requesting</i> <ul style="list-style-type: none"> <li>The child asks, "Can I have more play dough?" while in the art area.</li> </ul> <i>Commenting</i> <ul style="list-style-type: none"> <li>The child says, "This is my blanket."</li> </ul> <i>Acknowledging</i> <ul style="list-style-type: none"> <li>The child indicates, "Me too."</li> </ul> <i>Greeting</i> <ul style="list-style-type: none"> <li>The child says, "Hi, Mrs. Franklin," when entering the room.</li> </ul> <i>Rejecting</i> <ul style="list-style-type: none"> <li>The child says, "I don't want to clean up blocks" during clean-up time.</li> </ul>	<i>Reasoning</i> <ul style="list-style-type: none"> <li>The child says, "I think we can go outside because it's sunny now" or "I don't need my coat because it's not windy."</li> </ul> <i>Predicting</i> <ul style="list-style-type: none"> <li>The child says, "I think that bear's going to get lost!" or "If it keeps raining I think the worms will come out."</li> </ul> <i>Problem solving</i> <ul style="list-style-type: none"> <li>The child says, "Maybe we can put the milk in here and then it will be cookie dough."</li> </ul> <i>Seeking new information</i> <ul style="list-style-type: none"> <li>The child asks, "Why isn't Jerome at school?" or "Why are you dressed up? Where are you going?"</li> </ul>
<b>1.2</b> Speak clearly enough to be understood by familiar adults and children.	<b>1.2</b> Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>The child's speech may contain pronunciation errors that are understood by familiar adults and children, but those errors would be difficult for a visitor to the classroom to understand.</li> <li>The child may speak using some idiosyncratic words that are understood by familiar adults and peers but not by unfamiliar adults (e.g., Bryan calls his blanket a "wobie").</li> </ul>	<ul style="list-style-type: none"> <li>The child generally speaks with correct pronunciation, although some continuing speech errors are age-appropriate.</li> <li>Most of the child's speech is free of speech errors. Most listeners do not have to ask the child to repeat himself or herself by asking, "What did you say?"</li> </ul>

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

### Focus: Vocabulary production

Beginning	Middle	Later
<b>1.2</b> Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	<b>1.2</b> Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	<b>1.2</b> Use new English vocabulary to share knowledge of concepts.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>As reported to the teacher by a parent or other family member, uses her home language to name familiar items at home and make requests (with assistance of interpreter if necessary), such as, "Tengo hambre" (I'm hungry) in Spanish.</li> <li>Uses his home language appropriately with other children in the dramatic play area (as heard by the bilingual assistant).</li> <li>Spontaneously uses her home language during unstructured school activities.</li> <li>Interacts with ease while using his home language with his parents during drop-off and pick-up times.</li> </ul>	<ul style="list-style-type: none"> <li>Mouths "tar" after peers chorally say "star" when the teacher points to a picture of a star during circle time and asks, "What is this?"</li> <li>Says, "Me paint" and smiles in response to another child's statement, "I like your painting."</li> <li>Names many animals featured in the book <i>Brown Bear, Brown Bear, What Do You See?</i> after hearing it read aloud several times.</li> <li>Begins to refer to friends by their first name.</li> <li>Names common objects aloud in English, such as "juice," "blocks," and "music."</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "My mommy had a baby. He cries, cries" when talking to a peer about a new baby brother.</li> <li>Says, "Bà ["Grandmother" in Vietnamese], come see the tadpoles! They have two legs now!" at the end of the day.</li> <li>Communicates, "I'm sticky," to a peer during an art activity that requires the use of glue.</li> </ul>

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