

HANDOUT 2

ELD Alignment

English-Language Development

This section describes the alignment of the preschool foundations in English-Language Development (ELD) with the infant/toddler foundations in Language Development and with the kindergarten content standards for California public schools in ELD. The preschool learning foundations in ELD describe a typical developmental progression in four general categories of English acquisition: **listening, speaking, reading, and writing**. The foundations in ELD describe a continuum of beginning, middle, and later stages of English acquisition. Table 1.7 shows how the substrands of the preschool learning foundations in ELD align with the infant/toddler foundations in Language Development and with the kindergarten content standards in ELD.

Children's language and literacy skills in their first language contribute to acquiring English. Children who are English-language learners transfer the skills of their home language to the process of learning English. The alignment draws the connection between the infant/toddler foundations in Language Development and the preschool foundations in ELD. As table 1.7 indicates, the development of children's receptive and expressive language skills, communication skills, and interest in print in their home language provides the foundation for their development of listening, speaking, reading, and writing skills in English. The infant/toddler foundation *receptive language* is aligned with the preschool ELD strand **listening**; the infant/toddler foundation *expressive language* is aligned with the preschool ELD strand **speaking**. The foundation *communication skills and knowledge* corresponds to the preschool substrand of *understanding and using social conventions in English*, and the infant/toddler foundation *interest in print* is aligned with the ELD strands **reading** and **writing**.

Table 1.7 also presents the alignment of the preschool foundations in ELD with the K–12 standards for ELD. The four strands (listening, speaking, reading and writing) in the preschool foundations for ELD are aligned with the content categories of California's ELD standards (listening and speaking, reading, writing) in K–12. **The K–12 ELD standards have three levels: beginning, intermediate, and advanced.** Similarly, the



preschool foundations in ELD are defined at the beginning, middle, and later stages of English acquisition.

The K–12 ELD standards do not necessarily represent a developmental progression from preschool to kindergarten. The K–12 ELD standards apply to different aspects of children's individual levels of English acquisition. Consequently, it is not appropriate to align specific preschool foundations with specific kindergarten standards in the ELD domain. The alignment points only to corresponding content areas (substrands) in the preschool foundations and the K–12 ELD standards; it does not identify the next level of English acquisition for children entering kindergarten. Therefore, there is no table aligning specific preschool foundations with specific K–12 standards in the ELD domain.

The alignment draws upon the parallel content areas between the preschool foundations in ELD and the K–12 standards in ELD. As table 1.7 shows, for almost every substrand of preschool learning foundations in ELD, there is at least one substrand of the kindergarten content standards that reflects the content of those preschool foundations. Two substrands in the preschool learning foundations have no corresponding content in the K–12 standards in ELD: *Children demonstrate an appreciation and enjoyment of reading and literature* and *Children demonstrate awareness that print carries meaning*.

Overall, the K–12 substrands are aligned with the preschool substrands in ELD as follows: *strategies and applications (comprehension)* and *word analysis, fluency, and systematic vocabulary development (vocabulary and concept development)* are aligned with the preschool substrands related to **listening**; *strategies and applications (comprehension and organization and delivery of oral communication)* and *word analysis, fluency, and systematic vocabulary development (vocabulary and concept development)* correspond to the substrand under **speaking**; and the K–12 substrands *reading comprehension (comprehension and analysis of grade-level-appropriate text; structural features of informational materials)* and *word analysis, fluency, and systematic vocabulary development (phonemic awareness; decoding and word*

Domains in Key Early Education Resources

Domains					
California Preschool Learning Foundations	California Infant/Toddler Learning and Development Foundations	California Kindergarten Content Standards	Common Core State Standards	Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content
Social–Emotional Development  	Social–Emotional Development  	Health Education Mental, Emotional, Social Health 		Social & Emotional Development 	Approaches to Learning Logic & Reasoning
Language and Literacy  	Language Development  	English–Language Arts 	English–Language Arts 	Language Development Literacy Knowledge & Skills 	
English–Language Development  	Language Development  	English–Language Development 		English Language Development 	Literacy Knowledge & Skills
Mathematics  	Cognitive Development  	Mathematics 	Mathematics 	Mathematics Knowledge & Skills 	Logic & Reasoning Approaches to Learning
Visual and Performing Arts  	All Domains  	Visual and Performing Arts 		Creative Arts Expression 	Logic & Reasoning
Physical Development  	 Perceptual and Motor Development  Cognitive Development 	Physical Education 		Physical Development & Health 	
Health  	All Domains  	Health Education 		Physical Development & Health 	
History–Social Science  	 Social– Emotional Development  Cognitive Development 	History–Social Science 		Social Studies Knowledge & Skills 	Social & Emotional Development
Science  	 Cognitive Development  Language Development 	Science 		Science Knowledge & Skills 	Approaches to Learning Logic & Reasoning