

HANDOUT 2

Language Use and Conventions Alignment

2.0 Language Use and Conventions		Listening and Speaking 1.0 Listening and Speaking Strategies: Comprehension 2.0 Speaking Applications (Genres and Their Characteristics) Also aligned with elements from: Written and Oral English Language Conventions 1.0 Written and Oral Language Conventions: <i>Sentence Structure</i>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 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.	Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ol style="list-style-type: none"> <u>Understand and follow one- and two-step oral directions.</u> * 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1.2 Speak clearly enough to be understood by familiar adults and children	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Presentation of Knowledge and Ideas 6. Speak audibly and express thoughts, feelings, and ideas clearly.
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
1.4 Use language to construct short narratives that are real or fictional. [†]	1.4 Use language to construct extended narratives that are real or fictional. [†]	Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Excerpted from pages 39-40 of *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework*, ©2012 by the California Department of Education.

* Added by California to the CCSS.

[†] The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.