

**California Department of Education
English Language Development Standards for Kindergarten**

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

- SL.K.1,6; L.K.1,6
- W.K.6; L.K.1,6
- SL.K.1,6; L.K.1,6
- N/A at K

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

- SL.K.1-3
- RL.K.1-7,9,10; RI.K.1-7,9-10; SL.K.2-3; L.K.4,6
- RL.K.3-4,6; RI.K.2,6,8; L.K.4-6
- RL.K.4-5; RI.K.4; L.K.4-6

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics
10. Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

- SL.K.4-6; L.K.1,6
- W.K.1-3,5-8; L.K.1-2,6
- W.K.1; SL.K.4,6; L.K.1-2,6
- W.K.5; SL.K.4,6; L.K.1,5-6

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Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4
2. Understanding cohesion	• RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4; L.K.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.K.5; SL.K.6; L.K.1,6
4. Using nouns and noun phrases	• W.K.5; SL.K.6; L.K.1,6
5. Modifying to add details	• W.K.5; SL.K.4,6; L.K.1,6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.K.1-3,5; SL.K.4,6; L.K.1,6
7. Condensing ideas	• N/A at K
Part III: Using Foundational Literacy Skills	•RF.K.1-4
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.	

Note: **Examples** provided in specific standards *are offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

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Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> 1. SL.K.1,6; L.K.1,6 2. W.K.6; L.K.1,6 3. SL.K.1,6; L.K.1,6 4. N/A at K <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p style="text-align: center;">Emerging</p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses.</p> <p>4. Adapting language choices No standard for kindergarten.</p>	<p style="text-align: center;">Expanding</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor.</p> <p>4. Adapting language choices No standard for kindergarten.</p>	<p style="text-align: center;">Bridging</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p> <p>4. Adapting language choices No standard for kindergarten.</p>

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Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.K.1-3 6. RL.K.1-7,9-10; RI.K.1-7,9-10; SL.K.2-3; L.K.4,6 7. RL.K.3-4,6; RI.K.2,6,8; L.K.4-6 8. RL.K.4-5; RI.K.4; L.K.4-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Interpretive	<p style="text-align: center;">Emerging</p> <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i>-questions with oral sentence frames and substantial prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p> <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.</p> <p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.</p>	<p style="text-align: center;">Expanding</p> <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p> <p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.</p>	<p style="text-align: center;">Bridging</p> <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>7. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.</p> <p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) produce shades of meaning and a different effect.</p>

