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	• SL.K.1,6; L.K.1,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.K.6; L.K.1,6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.K.1,6; L.K.1,6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• N/A at K
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.K.1-3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.K.1-7,9,10; RI.K.1-7,9-10; SL.K.2-3; L.K.4,6
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	• RL.K.3-4,6; RI.K.2,6,8; L.K.4-6
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	• 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	• SL.K.4-6; L.K.1,6
10. Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.K.1-3,5-8; L.K.1-2,6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.K.1; SL.K.4,6; L.K.1-2,6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.K.5; SL.K.4,6; L.K.1,5-6

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.

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**		
Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts: 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 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Collaborative**	**Emerging** ***1. Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases. ***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. ***3. Offering opinions*** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X.*)*,* as well as open responses. ***4. Adapting language choices*** No standard for kindergarten.	**Expanding** ***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ***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. ***3. Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), as well as open responses, in order to gain and/or hold the floor. ***4. Adapting language choices*** No standard for kindergarten.	**Bridging** ***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ***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. ***3. Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea. ***4. Adapting language choices*** No standard for kindergarten.

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**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context	B. Interpretive	**Emerging**	**Expanding**	**Bridging**
Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts: 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 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	B. Interpretive	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-*questions with oral sentence frames and substantial prompting and support. *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. *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. *8. Analyzing language choices* Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.	*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. *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. *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. *8. Analyzing language choices* Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march*) produce shades of meaning and a different effect.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. *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. *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. *8. Analyzing language choices* Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

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**			
		Emerging	**Expanding**	**Bridging**
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.K.4-6; L.K.1,6 10. W.K.1-3,5-8; L.K.1-2,6 11. W.K.1; SL.K.4,6; L.K.1-2,6 12. W.K.5; SL.K.4,6; L.K.1,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Productive (page 1 of 2)**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). *10. Composing/Writing* Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal). *10. Composing/Writing* Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). *10. Composing/Writing* Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.

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**		
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.K.4-6; L.K.1,6 10. W.K.1-3,5-8; L.K.1-2,6 11. W.K.1; SL.K.4,6; L.K.1-2,6 12. W.K.5; SL.K.4,6; L.K.1,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Productive (page 2 of 2)**	**Emerging** ***11. Supporting opinions*** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge. ***12. Selecting language resources*** a) Retell texts and recount experiences using a select set of key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	**Expanding** ***11. Supporting opinions*** Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). ***12. Selecting language resources*** a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.	**Bridging** ***11. Supporting opinions*** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). ***12. Selecting language resources*** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was *as white as snow.*) while speaking and composing.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context		**Emerging**	**Expanding**	**Bridging**
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 1. RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4 2. RL.K.5; RI.K.5; W.K.1-3,5; SL.K.4; L.K.1 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Structuring Cohesive Texts**	***1. Understanding text structure*** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. ***2. Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time, then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence. ***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently. ***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	**English Language Development Level Continuum**			
Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts: 3. W.K.5; SL.K.6; L.K.1,6 4. W.K.5; SL.K.6; L.K.1,6 5. W.K.5; SL.K.4,6; L.K.1,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**B. Expanding & Enriching Ideas (page 1 of 2)**	**Emerging** ***3. Using verbs and verb phrases*** a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	**Expanding** ***3. Using verbs and verb phrases*** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	**Bridging** ***3. Using verbs and verb phrases*** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	**English Language Development Level Continuum**			
Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts: 3. W.K.5; SL.K.6; L.K.1,6 4. W.K.5; SL.K.6; L.K.1,6 5. W.K.5; SL.K.4,6; L.K.1,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**B. Expanding & Enriching Ideas (page 2 of 2)**	**Emerging** ***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently. ***5. Modifying to add details*** Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	**Expanding** ***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence. ***5. Modifying to add details*** Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	**Bridging** ***4. Using nouns and noun phrases*** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently. ***5. Modifying to add details*** Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts			
Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		

Texts and Discourse in Context	C. Connecting & Condensing Ideas	Emerging	Expanding	Bridging
Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts: 6. W.K.1-3,5; SL.K.4,6; L.K.1,6 7. N/A at K **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **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. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	C. Connecting & Condensing Ideas	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently. *7. Condensing ideas* No standard for kindergarten.	*6. Connecting ideas* Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.*) in shared language activities guided by the teacher and with increasing independence. *7. Condensing ideas* No standard for kindergarten.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently. *7. Condensing ideas* No standard for kindergarten.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills	
Foundational Literacy Skills: **Literacy in an Alphabetic Writing System** • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student's native language; native language syntax may be different from English syntax).