

English Language Learners (ELL) Standards

for the TeachSmart® Learning System Spanish



Teach Smarter, Not Harder!®



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Overarching

NAEYC. Curriculum: Essential Characteristics.2.A.04. a. & b.

The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.

NAEYC. Curriculum: Essential Characteristics.2.A.08.c.

Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including language [diversity].

NAEYC. Creating Caring Communities for Learning.3.B.01.c.

Teaching staff's daily interactions demonstrate their knowledge of the social, linguistic, and cultural context in which the children live.

NAEYC. Creating Caring Communities for Learning.3.B.03.f.

Teaching staff develop individual relationships with children by providing care that is culturally sensitive.

Language and Literacy

General

NAEYC. Areas of Development: Language Development.2.D.01.b.

Children are provided with opportunities for language acquisition that consider family perspectives.

NAEYC. Curriculum Content Area for Cognitive Development: Social Studies.2.L.03.d.

Children are provided varied opportunities and materials to build their understanding of diversity in language [in non-stereotypical ways].

Head Start Child Development and Early Learning Framework.

Engagement in English Literacy Activities. Understanding and responding to books, storytelling, and songs presented in English.

- Demonstrates eagerness to participate in songs, rhymes and stories in English.
- Points to pictures and says the word in English.
- Learns part of a song or poem in English and repeats it.
- Talks with peers or adults about a story read in English.
- Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

CA.4.0 (ELD). Children demonstrate awareness that print carries meaning.

- 4.1** Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.

Alphabet Knowledge

CA.5.0 (ELD). Children demonstrate progress in their knowledge of the alphabet in English.

- 5.1** Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.
- 5.2** Identify ten or more letters of the alphabet in English.

Phonological Knowledge

CA. 6.0 (ELD). Children demonstrate phonological awareness.

- 6.1** Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.

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6.2 Recognize and produce words that have a similar onset (initial sound) in English.

6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English with support.

Vocabulary

TX.D. Vocabulary Skills

TX.II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).

CA.1.0 (ELD). Children use nonverbal and verbal strategies to communicate with others.

1.2 Use new English vocabulary to share knowledge of concepts.

Listening

NAEYC.Areas of Development: Language Development.2.D.02.

Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

Head Start Listening and Understanding.

For non-English-speaking children, progresses in listening to and understanding English.

Head Start Child Development and Early Learning Framework.

Receptive English Language Skills. The ability to comprehend or understand the English language.

- Acknowledges or responds nonverbally to common words or phrases.
- Comprehends and responds to increasingly complex and varied English vocabulary.
- Follows multi-step directions in English with minimal cues or assistance.

CA.1.0 (ELD). Children listen with understanding.

1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects) and actions, personal pronouns, and possessives in both read and pretend activity.

1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

2.3 Demonstrate an understanding of words in English related to more advanced concepts.

TX.II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).

Speaking and Communication

NAEYC.Areas of Development: Language Development.2.D.02.

Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

NAEYC.Making Learning Meaningful for All Children.3.F.04.a.&b.

Teaching staff help children understand spoken language, (particularly when children are learning a new language) by using pictures and familiar objects.

Head Start Speaking & Communicating

For non-English-speaking children, progresses in speaking English.

Head Start Child Development and Early Learning Framework.

Expressive English Language Skills. The ability to speak or use English.

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- Repeats word or phrase to self.
- Requests items in English.
- Uses one or two English words, sometimes joined to represent a bigger idea.
- Uses increasingly complex and varied English vocabulary.
- Constructs sentences.

TX.II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).

TX.II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).

TX.II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).

CA.1.0 (ELD). Children use nonverbal and verbal strategies to communicate with others.

1.1 Show increasing reliance on verbal communication in English to be understood by others.

1.3 Sustain a conversation in English about a variety of topics.

1.4 Increase utterance length in English by adding appropriate possessive pronouns.

1.5 Expand the use of different forms of grammar in English, sometimes with errors.

1.6 Begin to use “what”, “why”, “how”, “when”, and “where” questions in more complete forms in English, sometimes with errors.

2.0 Children show an increasing understanding of book reading.

2.1 Begin to engage in extended conversations in English about stories.

CA.2.0 (ELD). Children begin to understand and use social conventions in English.

2.1 Appropriately use words and tone of voice associated with social conventions in English.

3.0 (ELD). Children use language to create oral narratives about their personal experiences.

3.1 Produce simple narratives in English that are real or fictional.

Written Expression

NAEYC.Areas of Development: Language Development.2.D.02.

Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

CA.1.0 (ELD). Children use writing to communicate their ideas.

1.1. Develop an increasing understanding that what is said in English can be written down and read by others.

1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.

1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.

Sources

Head Start Child Outcomes Framework. Available at: <http://www.hsnrc.org/CDI/pdfs/UGCOF.pdf>

Head Start Child Development and Early Learning Framework. Available at: http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

National Association for the Education of Young Children Standards and Criteria. Available at: <http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>

Appendix to the Preschool Learning Foundations, Volume 1. Available at: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Revised Texas Prekindergarten Guidelines. Available at: http://ritter.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf

*Chosen as examples for relevance and availability.