



**LOS ANGELES UNIFIED SCHOOL DISTRICT –OFFICE OF EARLY LANGUAGE AND LITERACY
PRE-K TO 2ND GRADE ORAL LANGUAGE PROGRESSIONS WITH ELD**

CCSS LANGUAGE STANDARDS

At about 48 months	At around 60 months	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade
Preschool Learning Foundations		Common Core State		
		Standards		Language Structures
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper-and lowercase letters b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns c. Use singular and plural nouns with matching verbs in basic sentences. (e.g., <i>He hops; We hop</i>) d. Use personal (subject, object) possessive, and indefinite pronouns.(e.g., <i>I, me, my; they, them, their, anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future.(e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>). h. Use determiners. (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Create readable documents with legible print. b. Use collective nouns (e.g., <i>group</i>). c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>the boy watched the movie; The little boy watched the movie; the action movie was watched by the little boy</i>).
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.			



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CCSS SPEAKING & LISTENING STANDARDS

At about 48 months	At around 60 months	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade
Preschool Learning Foundations		Common Core State Standards		
Vocabulary		Vocabulary Acquisition and Use		
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas .
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life. 2.3 Understand and use simple words that describe the relations between objects	2.2 Understand and use accepted words for categories of objects encountered in everyday life. 2.3 Understand and use both simple and complex words that describe the relations between objects.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words their use. b. Distinguish shades of meaning among closely related verbs and closely related adjectives.
		6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).	6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

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CCSS SPEAKING & LISTENING STANDARDS

At about 48 months	At around 60 months	By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade
Preschool Learning Foundations		Common Core State Standards		
<p>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.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p>	<p>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.</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	<p>Comprehension & Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges</p> <p>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.</p> <p>a. <u>Understand and follow one and two-step oral directions.*</u></p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Comprehension & Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>first grade topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>a. <u>Give, restate, and follow simple two-step directions.*</u></p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Comprehension & Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>second grade topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details in a text read aloud or information presented orally or through other media</p> <p>a. <u>Give and follow three and four step oral directions.*</u></p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>1.4 Use language to construct short narratives that are real or fictional.</p>	<p>1.4 Use language to construct extended narratives that are real or fictional.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. <u>Memorize and recite poems, rhymes, and songs with expression.*</u></p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. <u>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.*</u></p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>1.2 Speak clearly enough to be understood by familiar adults and children</p>	<p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	<p>Presentation of Knowledge and Ideas</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Presentation of Knowledge and Ideas</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Presentation of Knowledge and Ideas</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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ELD STANDARDS

Student Capabilities	ELD: Proficiency Level Continuum ◇-----Emerging -----◇-----Expanding-----◇				ELD: Proficiency Level Continuum ◇-----Bridging -----◇		Life Long Learner
<p>Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language</p>	<p>Overall Proficiency English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Overall Proficiency At exit from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>Overall Proficiency As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>Overall Proficiency At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>Overall Proficiency As English learners progress through the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.</p>	<p>Overall Proficiency At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Overall Proficiency Students who have reached “proficiency” in the English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p>High Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support depending on the linguistic and cognitive demand of the task.</p>	<p>General Extent of Support: Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>	<p>General Extent of Support: Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>	<p>General Extent of Support: Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</p>	<p>General Extent of Support: Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>			

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Part I: Interacting in Meaningful Ways						
Mode of Communication	At the early stages of the Emerging level, students are able to:	At exit from the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At exit from the Expanding level, students are able to:	At the early stages of the Bridging level, students are able to:	At exit from the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations; 	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others; 	<ul style="list-style-type: none"> express a variety of personal needs, ideas, and opinions and respond to questions using short sentences; initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse participate actively in collaborative conversations in all content areas with moderate to light support as appropriate; 	<ul style="list-style-type: none"> express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse initiate and sustain dialogue on a variety of grade-level academic and social topics; 	<ul style="list-style-type: none"> participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participate fully in both academic and non-academic settings requiring English;
Interpretive	<ul style="list-style-type: none"> comprehend frequently occurring words and basic phrases in immediate physical surroundings read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; comprehend familiar words, phrases, and questions drawn from content areas; 	<ul style="list-style-type: none"> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend information on familiar topics and on some unfamiliar topics in contextualized settings; independently read a variety of grade-appropriate text with simple sentences; read more complex text supported by graphics or pictures; comprehend basic concepts in content areas; 	<ul style="list-style-type: none"> comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics; 	<ul style="list-style-type: none"> comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; read increasingly complex text at grade level; read technical text supported by pictures or graphics; 	<ul style="list-style-type: none"> comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings; read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas;
Part II: Learning About How English Works						
	Emerging	Expanding		Bridging		
	<ul style="list-style-type: none"> b) Understanding text Structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts. b) Understanding cohesion a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts b.) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts. 	<ul style="list-style-type: none"> 1. Understanding text Structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. 2. Understanding cohesion a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion 		<ul style="list-style-type: none"> 1. Understanding text Structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. 3. Understanding cohesion a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts. 		