Focus Statement
Students explore the rationale for including the language and literacy domain in the California Preschool Curriculum Framework, Volume 1 and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

Before You Start
There are three major content areas for this key topic: rationale for the domain, organization of the domain, and guiding principles for the domain. Each of these content areas is addressed through a set of active learning experiences designed to help students gain an overview of what is in the language and literacy domain and where to find these elements for future use. A more in-depth examination of the content of the language and literacy domain is provided in the other three key topics for this domain.

If students have already done Key Topic 1 in Unit 1 of this instructional guide that covers the curriculum framework’s overall organization and the four domains or have explored the organizational structure of one of the other domains, they will already be fairly familiar with how each domain is structured. In that case, you may choose to do a review of the structure of the language and literacy domain and skip the content on the domain structure as you go through this key topic. Additionally, the tabbing in the subtopic below on “Organization of the Language and Literacy Domain” is very similar to the tabbing in Key Topic 1, Unit 1.

The PCF, V1 contains questions for reflection at the end of each strand in the language and literacy domain. These questions focus on teachers’ practices and experiences—either of those in the vignette or of the students. The reflection questions in this key topic are to help students think about the overall content and structure of the language and literacy domain in the PCF, V1 and how this knowledge of the domain might be useful in their work.

The following are suggested considerations for some of the active learning experiences:

- **Subtopic 1: Rationale for the Language and Literacy Domain.** In the “Getting it started” and “Keeping it going” segments, it is suggested that students record their ideas on large Post-it® notes that can then be posted on the wall. Half sheets of
paper and tape can also be used.

- **Subtopic 2: Organization of the Language and Literacy Domain.** In the “Getting it started” segment, small notes or other markers (e.g., Post-it® notes, flags, page markers) are suggested to be used as tabs for the PCF, V1. In the “Keeping it going” segment, students are asked to create a visual representation of the organizational structure of the language and literacy domain. Materials could include large easel pad sheets, colored markers, scissors, tape/glue, and colored paper.

- **Reflection:** If students are being asked to keep journals, the suggested questions could be used to guide their journaling. Or you may choose to use your own questions or let students write on their own.

---

**Information Delivery**

The following content from the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1* could be used as part of an introduction to or review of language and literacy for students when they begin this unit.

**California Preschool Learning Foundations, Volume 1:**

- Discussion of the language and literacy strands and substrands (pp. 49-55)
- Review of the research for each strand (pp. 71-88)
- Glossary related to language and literacy (p. 89)

**California Preschool Curriculum Framework, Volume 1:**

- Components of oral language (pp. 98-99)
- Research findings (pp. 99 and 138)
- Glossary related to language and literacy (pp. 323-325)
- Relationship of the language and literacy domain and the English-language development domain (pp. 10-13 and pp. 178-179)

This content may be delivered through lectures and/or assigned readings.

It may also be helpful to review the strands and substrands for the language and literacy domain as part of the introduction to
this key topic. They can be found on page 109 of the PCF, V1 and are listed here for reference:

- Listening and Speaking (strand)
  1.0 Language Use and Conventions (substrand)
  2.0 Vocabulary (substrand)
  3.0 Grammar (substrand)
- Reading (strand)
  1.0 Concepts about Print (substrand)
  2.0 Phonological Awareness (substrand)
  3.0 Alphabetics and Word/Print Recognition (substrand)
  4.0 Comprehension and Analysis of Age-Appropriate Text (substrand)
  5.0 Literacy Interest and Response (substrand)
- Writing (strand)
  1.0 Writing Strategies (substrand)

---

**Active Learning**

**Subtopic 1: Rationale for the Language and Literacy Domain**

**Getting it started**

Have students read the introduction to the language and literacy domain on pages 98-100. Ask them to list any unfamiliar concepts or words on a large Post-it® note. Students are to write one word or concept per note and then post them on the wall.

Review each word or concept in a full class discussion. Remind students that some words may be in the glossary on pages 323-326.

**Keeping it going**

Next have students work individually, in pairs, or in small groups to identify the key points from the introduction. Write each key point on a Post-it® note or half sheet of paper. You could have students do this in or out of class but plan to have
some time during a class session to share and review the key points.

**Putting it together**
Ask students to form small groups of four to six to share their key points. If students have already been working in groups of more than three or four, they can remain in those groups. Have each group review key points generated by its members and prioritize the points.

Then have each group post their top three points on the wall. After all groups have posted their top three, review them and place similar ones together in a cluster. Ask the groups to then post their next three top points. These points can be added to a cluster if they are similar or can start a new cluster. Combine any similar new points into clusters as appropriate. Have the groups review any remaining key points and post them on the wall either with a cluster or as a new point. Do a final review to see if there are any additional clusters to form. A few key points may stand alone.

As a large group, come up with a sentence or phrase that captures the main idea of each cluster. Write each phrase or sentence on a larger piece of paper and post it above the cluster. Have a student or different students read aloud each phrase or sentence. Conclude with a discussion based on these questions:

- Which key cluster seems the most important to you?
- Why is this important when you think about planning language and literacy curriculum for young children?
- Which other key cluster ideas do you want to be sure to remember and why?

**Subtopic 2: Organization of the Language and Literacy Domain**

**Getting it started**
Begin by having students read or review the “Organization of the Framework” on pages 9-10 of the PCF, V1. Have them tab the following components in the language and literacy chapter in their copies of the PCF, V1:
After students have completed their tabbing, ask them to review the summary of the language and literacy strands and substrands on page 109 of the PCF, V1. Then have them review the appendix of the PLF, V1 on pages 176-179, which is a summary of the strands, substrands, and foundations for the language and literacy domain. This can also be found following this key topic as Handout 1. Have them compare the two summaries so that they see the parallel organization of the PCF, V1 and the PLF, V1.

It is important for students to understand that the PLF, V1 describes what children learn and the PCF, V1 describes how teachers can plan learning experiences. Emphasize that this parallel structure does not mean that teachers are to apply the curriculum framework in a one-to-one match to the foundations.

**Keeping it going**

Have students continue labeling their copies of the language and literacy domain of the PCF, V1 by tabbing the following elements:

- Vignettes and teachable moments for each substrand
- Interactions and strategies for each substrand (point out that these follow each vignette)

Either ask students to locate or point out these other elements that are included in the domain of the PCF, V1:
Taking it further
Students further explore the structure of the language and literacy domain by creating a visual representation of the major elements that illustrates how they are related. Their graphics can take any form they choose, such as a chart, poster, mock Web page, or advertisement. Students are also to include some kind of key that briefly defines each component.

Students can do this exercise individually or in pairs or small groups. Small group work may help ensure that all students acquire an accurate understanding of the chapter’s structure as small group discussions could surface insights that individual students might miss.

Putting it together
Have the groups display their products and, after all the students have had a chance to look at the other groups’ work, discuss the following questions as a whole class:

- What stood out for you when you looked at these?
- What elements were familiar to you? Which ones were new?
- What patterns did you see in the organizational structure of the domain?
- What are some things you want to remember about this structure as a reference for your work?

Subtopic 3: Guiding Principles for the Language and Literacy Domain

Getting it started
Have students read the 12 language and literacy domain principles (PCF, V1, pp. 100-103). Ask them to write two key points for each domain principle. It is suggested that this exercise be done individually so that each student becomes
familiar with all 12 language and literacy domain principles.

**Keeping it going**
Ask for volunteers to share a key point for one of the domain principles until all 12 language and literacy domain principles have been discussed.

**Putting it together**
Conclude the examination of the 12 domain guiding principles by asking the students to respond to the following questions:

- Which domain principle(s) stood out for you?
- Which ones were familiar and consistent with what you already know about young children’s language and literacy development? Which ones were new to you?
- Why do you think these domain principles are relevant in planning curriculum to support children’s language and literacy development?
- Which language and literacy domain principle do you want to learn more about? How could you do that?

---

**Reflection**
There are two sets of reflective questions offered for this key topic. The first specifically addresses the rationale, organizational structure, and domain guiding principles of the language and literacy unit:

- In thinking about the rationale, domain guiding principles, and organization of the language and literacy domain of the PCF, V1, what concepts or information stood out for you?
- What was clear? What might have been confusing?
- What was useful in helping you understand the overall content and structure of this domain?
- How might you apply this understanding in your current or future work? What additional supports might you need?

The second set is more general and can be used in this and other key topics:

- What ideas stood out most for you today?
• Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?

• How might you apply a new perspective to your work now or in the future?

• What further information or support do you need?

• What first step do you need to do?

Deeper Understanding

It is important for students to know that there is an extensive research base related to children’s language and literacy development and the curriculum planning recommendations in this domain of the PCF, V1. One way for students to deepen their understanding of and appreciation for this research or evidence base is to have them select a research highlight from this chapter and then find one of the articles referenced in that highlight. Students are then to write a one- to two-page summary of the article that includes the following elements:

• Title and author(s)

• Publication information

• Key points

• Implications for practice
# Language and Literacy

## Listening and Speaking

### 1.0 Language Use and Conventions

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</td>
</tr>
<tr>
<td>1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.2</td>
<td>Speak clearly enough to be understood by familiar adults and children.</td>
</tr>
<tr>
<td>1.2</td>
<td>Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</td>
</tr>
<tr>
<td>1.3</td>
<td>Use accepted language and style during communication with familiar adults and children.</td>
</tr>
<tr>
<td>1.3</td>
<td>Use accepted language and style during communication with both familiar and unfamiliar adults and children.</td>
</tr>
<tr>
<td>1.4</td>
<td>Use language to construct short narratives that are real or fictional.</td>
</tr>
<tr>
<td>1.4</td>
<td>Use language to construct extended narratives that are real or fictional.</td>
</tr>
</tbody>
</table>

### 2.0 Vocabulary

| 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. |
| 2.2 | Understand and use accepted words for categories of objects encountered and used frequently in everyday life. |
| 2.2 | Understand and use accepted words for categories of objects encountered in everyday life. |
| 2.3 | Understand and use simple words that describe the relations between objects. |
| 2.3 | Understand and use both simple and complex words that describe the relations between objects. |
3.0 Grammar

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Reading

1.0 Concepts about Print

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</td>
<td>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</td>
</tr>
<tr>
<td>1.2 Recognize print as something that can be read.</td>
<td>1.2 Understand that print is something that is read and has specific meaning.</td>
</tr>
</tbody>
</table>

2.0 Phonological Awareness

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</td>
</tr>
<tr>
<td>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</td>
</tr>
</tbody>
</table>
### 3.0 Alphabetics and Word/Print Recognition

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Recognize the first letter of own name.</td>
<td>3.1 Recognize own name or other common words in print.</td>
</tr>
<tr>
<td>3.2 Match some letter names to their printed form.</td>
<td>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</td>
</tr>
<tr>
<td>3.3 Begin to recognize that letters have sounds.</td>
<td></td>
</tr>
</tbody>
</table>

### 4.0 Comprehension and Analysis of Age-Appropriate Text

| 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork. | 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. |
| 4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork. | 4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. |

### 5.0 Literacy Interest and Response

| 5.1 Demonstrate enjoyment of literacy and literacy-related activities. | 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. |
| 5.2 Engage in routines associated with literacy activities. | 5.2 Engage in more complex routines associated with literacy activities. |
### Writing

#### 1.0 Writing Strategies

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</td>
<td>1.1 Adjust grasp and body position for increased control in drawing and writing.</td>
</tr>
<tr>
<td>1.2 Write using scribbles that are different from pictures.</td>
<td>1.2 Write letters or letter-like shapes to represent words or ideas.</td>
</tr>
<tr>
<td>1.3 Write marks to represent own name.</td>
<td>1.3 Write first name nearly correctly.</td>
</tr>
</tbody>
</table>