Organization and Rationale of the Language and Literacy Domain

Summary of the Strands and Substrands

Language
Listening and Speaking
1.0 Language Use and Conventions
2.0 Vocabulary
3.0 Grammar
Summary of the Strands and Substrands

**Literacy**

Reading
1.0 Concepts about Print
2.0 Phonological Awareness
3.0 Alphabetsics and Word/Print Recognition
4.0 Comprehension and Analysis of Age-Appropriate Text
5.0 Literacy Interest and Response

**Writing**

1.0 Writing Strategies

Rationale for the Language and Literacy Domain

- 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?
Organization of the Language and Literacy Domain

- Domain Guiding Principles
- Environments and Materials
- Summary of the language and literacy strands, substrands, and foundations
- Strands
- Substrands
- Research Highlights
- Engaging Families
- Questions for Reflection

Organization of the Language and Literacy Domain

- Vignettes and teachable moments
- Interactions and strategies
- Teacher Resources
- Appendix B
  “Reflections on Research: Phonological Awareness”
- Appendix C
  “Reflections on Research: Alphabetics and Word/Print Recognition”
Organization of the Language and Literacy Domain

- 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?

Guiding Principles for the Language and Literacy Domain

- Language and literacy work together
- Children say or sign what they hear or see
- Children learn everywhere
- Children learn best from experiences that are interesting, useful, and fun
- Celebrate and support the individual
- Connect school and home
**Guiding Principles for the Language and Literacy Domain**

- Create a culturally sensitive environment
- Encourage children to take a turn
- Make thoughts more explicit to children by thinking out loud
- Support curiosity and confidence
- Create literacy-rich environments
- Observe children

---

**Unit 4 - Key Topic 1**
http://www.wested.org/facultyinitiative/

---

**Guiding Principles for the Language and Literacy Domain**

- 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?
Guiding Principles for the Language and Literacy Domain

- 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?

Rationale, Organizational Structure, and Guiding Principles of the Language and Literacy Domain

- 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?
• 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?

Research Highlight

Write a one- to two-page summary of an article chosen from the research highlight that includes the following elements:
• Title and author(s)
• Publication information
• Key points
• Implications for practice