

English-Language Development: Piecing Together the English-Language Development Domain Puzzle

Strands:	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
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GETTING READY

Instructional Component(s): In-Class Activity; Assessment

Strands: This activity can be used to deepen understanding of all strands.

Focus: Students become familiar with the content and structure of the English-language development domain as they assemble the strands, substrands, focus/foci, and foundations of the domain as a puzzle.

AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- The structure and content of the English-language development domain of the PLF, V1 including strands, substrands, focus/foci, foundations, and examples of foundations (*Standards 1, 5, & 6*)*

Students will be able to:

- Discuss the concepts and skills described in the English-language development domain, including strands, substrands, focus/foci, foundations, and examples of the foundations at different developmental levels for preschool children (*Standards 1, 5, & 6*)*
- Identify similarities and differences across the domains within the PLF, V1 (*Standard 6*)*

*See Appendix A

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Before you start

This activity is designed to help students become familiar with the structure and content of the English-language development domain of the foundations. This exercise is useful as a beginning exploration of these foundations or at the end of study as an assessment. It also could be used at both times for self-assessment.

Create puzzles for your students by pulling this domain apart. One way that you can do this is to make a large card for each strand: (1) *Listening*; (2) *Speaking*; (3) *Reading*; and (4) *Writing*. Then make a paper strip for each of the substrands under each strand and a strip for each focus. Next make strips for each level on the developmental progression and for the foundation under the levels. It is helpful to put each set into an envelope that can easily be distributed to groups or individual students.

In addition, have copies of the *California Preschool Learning Foundations, Volume (PLF, V1)*, publication available, so that students can check their work against the actual publication.

Getting it started

Organize your students into small groups or pairs, or have your students do this activity as individuals. Distribute sets of the foundations that have been assembled in envelopes. You will need as many sets as there are groups, pairs, or individual students. Because this is a lengthy domain, it might work best to give each group or pair one or two strands. They can then switch sets so that each pair or group has a chance to do all four strands.

If your exploration of the foundations takes place over several weeks, you could also have students explore one strand each week.

Keeping it going

Ask your students, in their groups, pairs, or as individuals, to reassemble the sets. For each strand, ask students to place appropriate substrands under or next to it.

Next ask them to place the appropriate foci under each substrand and then the levels and foundations under or next to each focus.

Putting it together

Slides 2-3

Ask students to reflect on their experience:

- Were some strands easier than others? Why do you think this is so?
- What was most challenging? Most fun?
- Can you of a way to do this with family members in an evening group meeting?
- Can you think of examples you have seen of one or two of the foundations in each strand?

Students can also prioritize according to which are most important for teachers to know about and be able to work on.

- Where do you see the most need for teachers to support development in the children they work with?
- Which substrand do you want to know more about? How could you find out more about it?

Taking it further

Slides 4-5

Students might be doing this same activity for other domains. In particular, it might be interesting for them to assemble their puzzles on chart paper and do the same with the puzzles for the language and literacy domain.

When these are posted for viewing, it might be interesting to do some comparing and contrasting using the following questions:

- What is the same about the structures of the two domains?
- What is different about the two structures? Why do you think this is so?
- What is the same about the content?
- What is different about the content? Why do you think this is so?
- Why do you think there are these two different yet similar domains in the foundations?

Some answers to these questions can be found in the introduction to the English-language development domain.

Assessment

If this activity is done as an assessment, students' work can be checked and recorded as appropriate to your particular needs and procedures.

This activity also could serve as an introduction to the English-language development foundations when you allow students to use the publication to guide their work. This will serve as an additional opportunity for students to peruse the publication in a meaningful way. After this initial experience, students could then repeat the activity without using the publication as a guide. After all exploration, ask students to check their work with PLF, V1.

Listening		
Beginning	Middle	Later
<i>Children listen with understanding</i>		
<i>Focus: Beginning words</i>		
Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.
<i>Focus: Requests and directions</i>		
Begin to follow simple directions in English, especially when there are contextual cues.	Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.
<i>Focus: Basic and advanced concepts</i>		
Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Begin to demonstrate an understanding of words in English related to basic concepts.	Demonstrate an understanding of words in English related to more advanced concepts.

Speaking		
Beginning	Middle	Later
<i>Children use nonverbal and verbal strategies to communicate with others.</i>		
<i>Focus: Communication of needs</i>		
Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	Show increasing reliance on verbal communication in English to be understood by others.
Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	Use new English vocabulary to share knowledge of concepts.
Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	Sustain a conversation in English about a variety of topics.
<i>Children use nonverbal and verbal strategies to communicate with others.</i>		
<i>Focus: Utterance length and complexity</i>		

<p>Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>Use two- and three-word utterances in English to communicate.</p>	<p>Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p>
<p><i>Focus: Grammar</i></p>		
<p>Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p>	<p>Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>
<p><i>Focus: Inquiry</i></p>		
<p>Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>Begin to use “what” and “why” questions in English, sometimes with errors.</p>	<p>Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>
<p style="text-align: center;"><i>Children begin to understand and use social conventions in English.</i></p>		
<p><i>Focus: Social conventions</i></p>		
<p>Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>Demonstrate a beginning understanding of English social conventions.</p>	<p>Appropriately use words and tone of voice associated with social conventions in English.</p>

<i>Children use language to create oral narratives about their personal experiences.</i>		
<i>Focus: Narrative development</i>		
Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	Produce simple narratives in English that are real or fictional.

HANDOUT: Piecing Together the English-Language Development Domain Puzzle

Reading		
Beginning	Middle	Later
<i>Children demonstrate an appreciation and enjoyment of reading and literature.</i>		
<i>Focus: Participate in read-aloud activity</i>		
Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Begin to participate in reading activities, using books written in English when the language is predictable.	Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).
<i>Focus: Interest in books and reading</i>		
“Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	Choose to “read” familiar books written in English with increasing independence and talk about the books in English.
<i>Children show an increasing understanding of book reading.</i>		
<i>Focus: Personal connections to the story</i>		
Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	Begin to engage in extended conversations in English about stories.

<i>Focus: Story structure</i>		
Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Retell a story using the home language and some English when read or told a story in English.	Retell in English the majority of a story read or told in English.
<i>Children demonstrate an understanding of print conventions.</i>		
<i>Focus: Book handling</i>		
Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.
<i>Children demonstrate awareness that print carries meaning.</i>		
<i>Focus: Environmental print</i>		
Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.
<i>Children demonstrate progress in their knowledge of the alphabet in English.</i>		
<i>Focus: Letter awareness</i>		

Interact with material representing the letters of the English alphabet.	Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.
<i>Focus: Letter recognition</i>		
Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	Identify some letters of the alphabet in English.	Identify ten or more letters of the alphabet in English.
<i>Children demonstrate phonological awareness.</i>		
<i>Focus: Rhyming</i>		
Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.
<i>Focus: Onset (initial sound)</i>		
Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	Recognize and produce words that have a similar onset (initial sound) in English.
<i>Focus: Sound differences in the home language and English</i>		

Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)	Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.
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Writing		
Beginning	Middle	Later
<i>Children use writing to communicate their ideas.</i>		
<i>Focus: Writing as communication</i>		
Begin to understand that writing can be used to communicate.	Begin to understand that what is said in the home language or in English can be written down and read by others.	Develop an increasing understanding that what is said in English can be written down and read by others.
<i>Focus: Writing to represent words or ideas</i>		
Begin to demonstrate an awareness that written language can be in the home language or in English.	Begin to use marks or symbols to represent spoken language in the home language or in English.	Continue to develop writing by using letters or letter-like marks to represent their ideas in English.
<i>Focus: Writing their name</i>		
Write marks to represent their own name in a way that may resemble how it is written in the home language.	Attempt to copy their own name in English or in the writing system of their home language.	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.