

## ***English-Language Development:*** **Exploring the Structure of the English-Language Development Domain**

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

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

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

**Focus:** Students explore the English-language development domain by focusing on its unique organization and structure.

### **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 developmental progression of the English-language development domain of the PLF, V1 (*Standards 1 & 6*)\*
- The similarities and differences between the language and literacy domain and the English-language development domain of the PLF, V1 (*Standards 1 & 6*)\*

**Students will be able to:**

- Discuss the similarities and differences between the language and literacy domain and the English-language development domain of the PLF, V1 (*Standards 1 & 6*)\*
- Describe the developmental progression of the English-language development domain (*Standard 1*)\*

\* See Appendix A

## ***English-Language Development:*** **Exploring the Structure of the English-Language Development Domain**

### ***Before you start***

This activity focuses on the structure of the English-language development domain and how it is different from the language and literacy domain.

Since this activity asks students to compare the English-language development domain with the language and literacy domain, it is recommended that students become familiar with the structure of the English-language development domain before doing this activity. This could be done through one of several activities in this instructional guide, but “Piecing Together the English-Language Development Domain Puzzle” might be most helpful.

The maps for the language and literacy and English-language development domains are included at the close of this activity as a reference.

### **Getting it started**



Slide 2

Begin by asking students to look at the description of the English-language development strands on page xiii of the *California Preschool Learning Foundations, Volume 1* (PLF, V1).

Next, ask students to look at the description of the three strands of the language and literacy domain on pages xii and xiii.

- How are these two domains similar? How are they different?

It will be helpful here to refer students to domain maps included at the end of this activity that highlight the organizational structure of each domain.

### **Keeping it going**



Slide 3-4

Next ask students to review the three developmental levels of the English-language development domain. Students can do this directly by reviewing the section on levels (PLF, V1, pp. 107-108) in the introduction to the domain and answering these questions:

- Why does this domain have levels instead of ages?

Then, taking each level in turn or assigning each level to groups or pairs, ask the following questions:

- What are the general characteristics of each level?
- What are the key distinctions between the three levels?

This can be done as a whole class discussion or in small groups or pairs that then report back to the whole group. If you do this as a whole group, give students about two to three minutes to write down their individual responses.

Then ask students to share what they wrote.

**Taking it further**

Divide students into groups of four or five and ask them to design a front page for a Web site highlighting the overall structure of the English-language development domain, including the strands and the levels. Provide materials that will support this activity, such as chart paper, markers, rulers, and colored pencils. Ask students to design the page so that parents could view it and become informed about the organization of the English-language development domain.

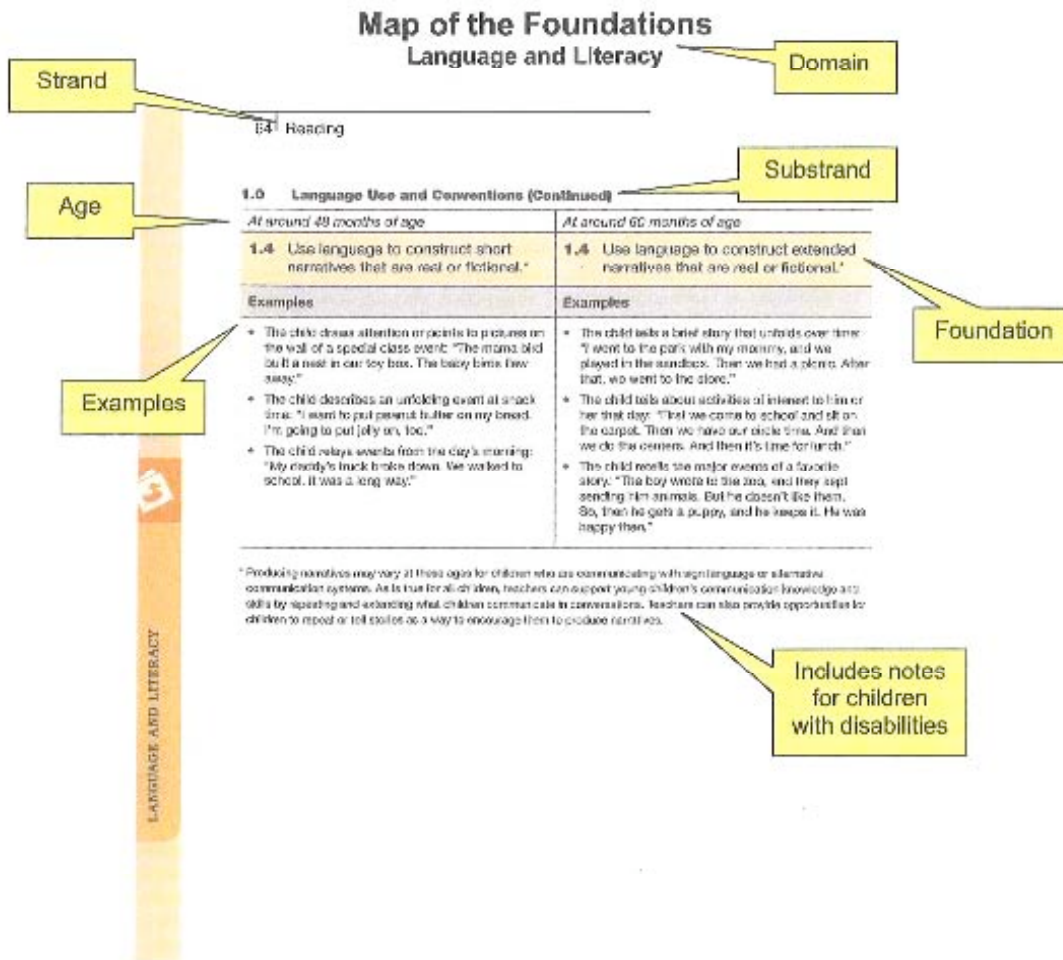
To take it even further, ask students to then design a page that would present the substrands and focus areas in a graphic way. Encourage students to develop creative graphics and images that will capture attention and still convey the structure and content of the English-language development domain in a way that is easy to grasp.

**Taking it out of class**

This also can be an out of-class activity done individually or in small groups.

**Assessment**

Provide students with a sheet of paper and ask them to chart the structure of this domain. This could target the strand names and level names for each strand. Deeper recall might be included depending on the extent to which your students worked with specific foundations.



# Map of the Foundations English Language Development

Domain

Strand

Substrand

**3.0 Children demonstrate an understanding of print conventions.**  
*Focus: Book handling\**

Focus

Level

Foundation

Beginning	Middle	Later
<p><b>3.1</b> 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).</p>	<p><b>3.1</b> Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<p><b>3.1</b> 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.</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Rotates and flips the book over until the picture of George is right side up on the cover of <i>Jorge el curioso (Curious George)</i> and begins to look at the book.</li> <li>A Cantonese-speaking child picks up a book, and flips the pages from left to right, looking at the pictures (the appropriate way to read a book in Chinese).</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Turns the pages of a book and talks about illustrations in either English or his home language.</li> <li>Turns the pages of a book, although not necessarily one at a time, talking quietly to herself in Arabic; tracks the print with her finger, moving from top to bottom, right to left (the appropriate way to write and read in Arabic).</li> <li>During circle time, turns the page of a big book written in English in the appropriate direction when the teacher indicates it is time to turn the page.</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Turns an upside-down book right side up and says, "Let's start here," when sitting and "reading" with a peer in a rocking chair.</li> <li>Imitates the teacher reading to children by sitting next to a peer, holding up a book written in English that has been read aloud several times; turns the pages and points to words, tracking the print with her finger, moving from left to right and top to bottom.</li> <li>Communicates in Spanish, "Había una vez" (Once upon a time) when looking at the first page of a book, looks through the book, and communicates, "The end" when reaching the last page.</li> </ul>

Examples

Includes notes for children with disabilities

\* Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or peer. For example, a book can be mounted so it will not have to be held, and sturdy tabs can be placed on the pages so they are easier to turn. Some children may need to have an adult or peer hold the book and turn the pages.



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