

English-Language Development: Exploring the Introduction to the English-Language Development Domain: Creating an Exam

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; Out-of-Class Activity; Assessment

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

Focus: Students explore the structure, rationale, and content of this domain by reading the introduction to the domain. They further explore this information by developing questions that could be used on an exam.

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 introduction to the English-language development domain of the PLF, V1, including the use of these foundations (*Standards 1 & 5*)*
- Considerations related to the language and literacy development of children who are English learners (*Standards 1 & 5*)*

Students will be able to:

- Discuss the content presented in the introduction to the English-language development domain of the PLF, V1 (*Standards 1 & 5*)*
- Generate thoughtful questions about core content from the introduction to the English-language development domain of the PLF, V1 (*Standards 1 & 5*)*

*See Appendix A

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Before you start

It will be important for you and your students to become familiar with the introduction to the English-language development domain (pp. 103-111) of the *California Preschool Learning Foundations, Volume 1* (PLF, V1). This can be accomplished by asking students to read the introduction before this class session.

Students will need to have their PLF, V1 available to formulate their thinking for this activity.

Getting it started



Slide 2

Divide students into small groups and assign each group to a section of the introduction to this domain. Ask students to develop at least three questions that they think would be suitable for an exam on their section of the introduction. Remind students to ask “why” questions, and questions that will require thinking.

You might want to do the first section together and suggest questions such as these:

- Why is it important in California to consider children who are English learners?
- Why is it important to support children’s learning of their home language?
- How are the English-language development foundations meant to be used?

Putting it together

You can, of course, use the actual questions generated by the students for an exam. Or you can use each question as a focus for discussion, with responses recorded on chart paper or electronically for all to see.

Because students will have the PLF, V1 publication with them, this will also be a good time to review the structure of the English-language development foundations, as the levels and strands of this domain each have an explanatory section in the introduction.

Another way

This activity can also be done as an individual out-of-class assignment, with students bringing their work to class for discussion.

Assessment

Select one or two questions for each section of the introduction from the questions that your students have developed.

These can be used as an in-class exam or as an assignment to be done out of class.