

English-Language Development: **Exploring Examples of the English-Language Development Foundations**

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

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

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

Focus: By collecting examples of children’s behaviors, students explore the many ways that young English learners demonstrate their English-language development. This helps students understand that the examples in the *California Preschool Learning Foundations, Volume 1* (PLF, V1) are not the only ways that young children will demonstrate the skills and concepts in the English-language development foundations

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:

- Content and skills described in the PLF, V1 in English-language development, including strands, substrands, foundations, and examples of foundations (*Standards 1, 5, & 6*)*
- Preschool children’s skills in language and literacy for children whose home language is not English, as demonstrated in an early childhood setting (*Standards 1 & 5*)*
- The developmental progression of language and literacy development for children whose home language is not English (*Standards 1 & 5*)*

Students will be able to:

- Identify and describe examples of preschool children demonstrating the foundations in the English-language development domain of the PLF, V1 (*Standards 1, 5, & 6*)*
- Begin to differentiate between the three developmental levels or stages of English-language development, as described in the PLF, V1 (*Standards 1 & 5*)*

*See Appendix A

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Before you start

Before doing this activity, you might want to familiarize students with this domain by doing one of the activities in this instructional guide that is specifically related to understanding the structure of this domain. The activity titled “Piecing Together the English-Language Development Domain Puzzle” might be appropriate for this purpose.

Become familiar with the examples of children’s development in this domain. Also recognize the importance of helping students understand that the examples provided in the PLF, V1 are examples and not criteria. Children are expected to demonstrate these concepts and skills in a variety of ways using a wide range of materials. This also means that there is no one behavior or skill that will be used as a measure.

Getting it started

Spend some time examining the examples provided for each of the English-language development foundations. You might do this by asking students in pairs to read through the examples and discover examples that they have seen or heard in young children.

As students do this, it might be helpful to suggest that they pay particular attention to the focus areas, since these might provide concrete examples of specific skills they will be looking for children to exhibit in their developmental progression.

As you review the examples in the English-language development foundations, ask students to share examples that they have seen in young children.

Keeping it going



Slide 2

To extend this understanding, ask students to build ongoing example banks for the English-language development foundations. They can do this as an observation activity. A worksheet is provided at the end of this activity to help students organize their observations.

Ask students to observe children in a preschool classroom. Provide them with a list of the English-language development strands, substrands, focus areas, and foundations.

Ask students to look for examples of children demonstrating the skills and knowledge described in the foundations.

Be sure to remind students that they are looking for children's specific statements or actions.

This could be done with on-site observations of 30 minutes in each of two areas of an early childhood setting. For example, one student might choose to observe art and water play for 30 minutes. You would want to make sure that you have a variety of areas covered. You also might assign each student to a strand or one strand per area. For example, you could assign a student to observe the children's experiences with writing while in the dramatic play area. It could be helpful to have more than one student observing for each of the strands.

Remind the students that, when they look for examples in classrooms in which they are working or with children they know, they are not looking for skill levels but just for examples of the foundations being demonstrated.

Students might be reluctant to judge the level of development that they are observing, but suggest that they just document what they see and bring it back to class for discussion. The focus of this exercise is not to assess children's development but to explore the foundations and see where and how children demonstrate the skills and concepts.

Putting it together



Slides 3-4

Ask students to bring their list of examples to class. Each student can write the examples out on strips of paper or list them on chart paper so that the entire class can see them, or the examples could be submitted online prior to class and printed out for all students to see.

Ask students to organize the examples in such a way that they are displayed in relation to the strand or substrand they exemplify. For example, you could have one piece of chart paper for each strand or substrand. Give students time to walk around and see what has emerged.

Then have students discuss the examples using the following questions:

- Is there anything you particularly noticed about all the examples?
- Were there some areas or activities in the classroom where it was difficult to see children demonstrating these skills or concepts?

- Were there some areas where it was easy?
- Were some strands (or focus areas) easier to see than others? Which ones? Why?
- What are the implications of this for your current or future work with young English learners?

Be sure that the examples are collected and made available as a resource to students.

Assessment

Slide 5

As you are wrapping up this activity, ask students to write a reflective paragraph that includes completing the following sentences:

- Something new I learned was that . . .
- Something I will do as a result of this activity is . . .

English-Language Development Example Bank

Strand or Substrand	Observed Engagement with the Strand or Substrand

HANDOUT: Exploring Examples of the English-Language Development Foundations