Language and Literacy:
Relating the Language and Literacy Domain to the Other Domains

Strands:	*Listening & Speaking*	*Reading*	*Writing*

GETTING READY

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

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

Focus: Students consider the relationship of the language and literacy domain and the English-language development domain and have the opportunity to extend this exploration to other domains as well.

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*:*
- How to use the English-language development domain foundations *(Standards 1, 4, 5, & 6)**
- The relatedness of the foundations in the English-language development domain to the foundations in language and literacy *(Standards 1 & 5)**
- The interrelatedness of children's competencies in language and literacy development to all domains of development *(Standard 1)**

Students will be able to:
- Use the English-language development domain foundations with the language and literacy domain foundations *(Standards 1, 4, & 5)**
- Discuss the concepts and skills described in both the English-language development domain and the language and literacy domain, including strands, substrands, foundations, and examples of the foundations at different developmental levels *(Standards 1, 5, & 6)**
- Describe the interconnectedness of development across domains *(Standards 1 & 5)**

*See Appendix A

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Language and Literacy
Relating the Language and Literacy Domain to the Other Domains

Before you start

The introduction to the English-language development domain states "*. . . the preschool learning foundations in English-language development are designed to assist classroom teachers in their understanding of children's progress toward English-language proficiency. They are meant to be used along with the language and literacy foundations, not in place of them.*" (PLF, V1, p. 105)

To support students in understanding this, it will be helpful to guide students in an exploration of the English-language development domain and the language and literacy domain in relation to each other.

Some of this exploration can be done by using the activity in this instructional guide titled "Piecing Together the English-Language Development Domain Puzzle" and/or by using the activity titled "Exploring the Structure of the English-Language Development Domain." Some of it can also be done directly through the following activity.

The first part of this activity asks students to explore the relatedness of the English-language development domain to the language and literacy domain in the *California Preschool Learning Foundations, Volume 1* (PLF, V1). If you have not yet explored either domain with your students, you might find it helpful to review them before you begin this activity. Keep in mind that this activity focuses on the foundations themselves.

Getting it started

Slides 2-3

Divide students into pairs or small groups. Assign each pair or group two categories of the English-language development foundations. Also assign each pair or group to one or two strands of the language and literacy domain.

Because of the varying lengths of the categories and strands, this will work best if you assign them in the following groupings:

Grouping 1:
• ELD Listening
• ELD Speaking
• L&L Listening And Speaking

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Grouping 2:
•ELD Reading
•ELD Writing
•L&L Reading
•L&L Writing

If more than one pair or group is assigned to each of these two combinations, it will be interesting to see how different groups perceive the similarities and differences.

Have students fold a plain piece of paper in half lengthwise or divide a large chart paper into two columns. Then ask students to write, on one side of the paper, the foundations from the English-language development strands they have been assigned.

Next ask students to label the second column of the chart "Language and Literacy foundations." Ask students to review the foundations in the language and literacy strands they are working on.

- As they do this, ask them to consider which of the language and literacy foundations might be related to the English-language development foundations in the first column.
- Ask students to think about which foundations might be co-developing or which might be prerequisites of the other.
- Ask them to list the appropriate language and literacy foundations next to those in the first column to which they relate. There will be much overlap, but there will not always be exact matches.

This will take some time for students to work through, and, depending on the time available, students can either share their work or eventually work through all four categories in the English-language development domain.

Tips:

1. Chart paper makes it easier to share with the whole group.

2. Because this is quite a bit of text, you might decide to copy the foundations out of the appendix at the end of PLF, V1, cut them up as needed, and ask students to tape them to the two-columned paper.

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Putting it together

Slides 4-5

To support students in reflecting on the relationships of these two domains, you might ask these questions:

- What do you see overall about the relationship of these two domains?
- Which English-language development foundations describe an area of development that links to the language and literacy foundations?
- Which language and literacy foundations describe children's development at 48 and 60 months of age and link to the English-language development foundations? Where were there exact matches and where were there not?
- How can you explain the similarities and differences?

Taking it further

Slides 6-7

Read students this quote from the introduction to the English-language development domain.

"*. . . the preschool learning foundations in English-language development are designed to assist classroom teachers in their understanding of children's progress toward English-language proficiency. They are meant to be used along with the language and literacy foundations, not in place of them.*" (PLF, V1, p. 105)

Ask students to reflect on this quote in light of their discoveries regarding the relationships of the two domains.

- What does this mean for their work with young children who are English learners?
- What does this say to students about using the English-language development foundations to "*assist classroom teachers in their understanding of children's progress toward English-language proficiency*"?

Another way

This activity can also be used to compare the language and literacy domain with the social-emotional development and mathematics domains.

When looking at the relationship between the language and literacy domain and the social-emotional development or mathematics domain, have students list the language and literacy foundations on one side of the paper. Next have them label the second column either social-emotional development or mathematics and review the foundations for that domain.

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The students then consider which foundations might be related to the language and literacy foundations in the first column and list the social-emotional or mathematics foundations by the appropriate language and literacy ones.

Have students summarize the activity by discussing which foundations might be co-developing or which might be prerequisites for understanding the other. Encourage the students to look for strong connections.

This activity could also be done individually as an out of class assignment. In this mode, it would probably be best to limit the student's work to an individual strand and an individual strand from another domain.

Assessment   After completing this activity, ask students individually to list four key points that they have learned. Then, in pairs or groups of three, have students review what their peers did individually and come up with three key points as well as what each of these points will mean to their work with young children.

Ask students to turn these in to you. After you have reviewed their work, it might be interesting to list the three responses that came up most frequently and discuss them as a group.

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