Language and Literacy:
Piecing Together the Language and Literacy Domain Puzzle

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 become familiar with the content and structure of the language and literacy foundations as they assemble the strands, substrands, and foundations that comprise the domain.

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 language and literacy domain of the PLF, V1, including strands, substrands, foundations, and examples of foundations (introductory understanding) (*Standards 1, 5, & 6*)*

Students will be able to:
• Discuss the concepts and skills described in the language and literacy domain, including strands, substrands, foundations, and examples of the foundations at different ages *(Standards 1, 5, & 6)**

* See Appendix A

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

5

Language and Literacy:
Piecing Together the Language and Literacy Domain Puzzle

Before you start

This activity is designed to help students become familiar with the content of the language and literacy domain. This exercise is useful as a beginning exploration of these foundations or as a student assessment at the end of study. It could also be used at either time for self-assessment.

Create puzzles for your students by pulling the foundations apart. One way to make your own puzzle is to make a large card for each strand: (1) *Listening and Speaking*; (2) *Reading*; and (3) *Writing*. Next make a paper strip for each of the substrands under each strand, and then make strips for the foundations under the substrands. Be sure to omit the numbers for the substrands and foundations. You could use the domain outline (PLF, V1, pp. 176-179) as a guide or the handout included with this activity.

One complete set includes the cards with the strand names and the strips with the names of the substrands and foundation statements. It is helpful to put each set into an envelope that can be easily distributed to groups or individual students. The number of sets needed will depend on how you group the students for the activity—individually, in pairs, or in small groups.

In addition, have copies of the *California Preschool Learning Foundations, Volume 1* (PLF, V1) publication available so that students can check their work against the actual publication.

Getting it started	Distribute sets of the strands, substrands, and foundations that have been assembled in envelopes. Give one set to each student or group of students. Ask the students to reassemble the sets. For each strand, the students are to place appropriate substrands under or next to it. Then the students are to place the appropriate foundations under or next to the substrands.
Keeping it going	If a student or group of students appears to be having difficulty arranging the puzzle pieces, suggest that the students ask other students for ideas. Or after each student or group of students completes a set, you can let students ask other students to comment on their arrangement of the puzzle pieces. Encourage students to discuss why they agree with the arrangement or what changes they would suggest.

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

6

Putting it together

Slide 2

Ask students to reflect on their experience:
- Were some strands easier to put together than others? Why do you think this is so?
- What was most challenging? Most fun?
- Can you think of a way to do this with family members in a group meeting?
- Can you think of examples for one or two of the foundations in each strand?

Taking it further

Ask students to explore the differences between substrands and foundations "at around 48 months of age" and "at around 60 months of age." Discuss why these differences are not available for the substrand of *Phonological Awareness* and for foundation 3.3 for the substrand *Alphabetics and Word/Print Recognition*.

There is also a suggestion for comparing the language and literacy domain with the English-language development domain in the activity titled "Piecing Together the English-Language Development Domain Puzzle". This comparison could help students gain a deeper understanding of language and literacy development for children who are learning English.

Another way

Instead of having each student or group limited to one strand, you could have students rotate through the three strands. If your work with the language and literacy domain takes place over several weeks, you could also have students explore one strand each week.

Assessment

If this is done as an assessment, students' work can be checked and recorded as appropriate to your course's structure and procedures. After you have reviewed the students' arrangement of the puzzle pieces, have them check their work with the PLF, V1 and make any needed corrections.

This activity also can serve as an introduction to the language and literacy foundations when you allow students to use the publication to guide their work. This provides 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 students do any work with the puzzle, ask them to check their work with PLF, V1.

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

7

Listening and Speaking	
At around 48 months of age	At around 60 months of age
Language Use and Conventions	
Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
Speak clearly enough to be understood by familiar adults and children.	Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
Use accepted language and style during communication with familiar adults and children.	Use accepted language and style during communication with both familiar and unfamiliar adults and children.
Use language to construct short narratives that are real or fictional.	Use language to construct extended narratives that are real or fictional.
Vocabulary	
Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	Understand and use accepted words for categories of objects encountered and used in everyday life.
Understand and use simple words that describe the relations between objects.	Understand and use both simple and complex words that describe the relations between objects.

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

8

Grammar	
Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns and possessives.	Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Reading	
At around 48 months of age	At around 60 months of age
Concepts about Print	
Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	Display appropriate book-handling behaviors and knowledge of print conventions.
Recognize print as something that can be read.	Understand that print is something that is read and has specific meaning.
Phonological Awareness	
	Orally blend and delete words and syllables without the support of pictures or objects.
	Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, <u>with</u> the support of pictures or objects

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.   9

Alphabetics and Word/Print Recognition	
Recognize the first letter of own name	Recognize own name or other common words in print
Match some letter names to their printed form	Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
	Begin to recognize that letters have sounds.

Comprehension and Analysis of Age-Appropriate Text	
Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple referencing), retelling, reenacting, or creating artwork.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

Literacy Interest and Response	
Demonstrate enjoyment of literacy and literacy-related activities.	Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Engage in routines associated with literacy activities.	Engage in more complex routines associated with literacy activities.

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

10

Writing	
At around 48 months of age	At around 60 months of age
Experiment with grasp and body position using a variety of drawing and writing tools.	Adjust grasp and body position for increased control in drawing and writing.
Write using scribbles that are different from pictures.	Write letters or letter-like shapes to represent words or ideas.
Write marks to represent own name.	Write first name nearly correctly.

Faculty Initiative Project Instructional Guide for the Language and Literacy domain of the
California Preschool Learning Foundations, Volume 1
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

11