

Language and Literacy: **Exploring the Structure of the Language and Literacy Domain**

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

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

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

Focus: Students become familiar with the structure of the language and literacy 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

Language and Literacy: **Exploring the Structure of the Language and Literacy Domain**

Before you start

This activity focuses on the structure of the language and literacy domain and is designed to help students understand how the different elements of the domain are related. This activity could be used as an initial exploration of these foundations.

The map for the language and literacy domain is included at the close of this activity as a reference and master to use in making a handout.

Getting it started



Slides 2-3

Begin the activity by describing the organization of the language and literacy foundations to the students. Have them review the map of the language and literacy foundations as you explain each element.

Have the students then review the foundations and develop a summary of the language and literacy domain structure. A sample handout is provided with this activity. The following are suggestions for the kinds of information students could include:

Element	Key Points
Domain	<ul style="list-style-type: none"> Developmental area
Strands	<ul style="list-style-type: none"> Three strands: <i>Listening and Speaking</i>, <i>Reading</i>, and <i>Writing</i>
Substrands	<ul style="list-style-type: none"> <i>Listening and Speaking</i> has three substrands <i>Reading</i> has five substrands <i>Writing</i> has one substrand
Ages	<ul style="list-style-type: none"> Describes approximate age of children expected to demonstrate competencies in substrand Two ages: 48 months and 60 months
Foundations	<ul style="list-style-type: none"> Describe knowledge or skills that children learn with appropriate support Number of foundations varies per substrand Phonological awareness does not list foundations for 48 months
Examples	<ul style="list-style-type: none"> Sample behaviors of how children may demonstrate a knowledge or skill described in the foundation Not checklists or assessments Children demonstrate the skills and knowledge in a variety of other ways in many settings
Notes	<ul style="list-style-type: none"> Provide information about how the foundation may be demonstrated by children with disabilities

Ask for volunteers to share key points from their lists and continue the discussion until the main points for each element of the domain have been identified. It may be helpful to chart the key points as they are presented.

Keeping it going

Have students form groups of three or four and assign each group a strand. Ask the students to develop a poster that presents the key information for the strand in a way that anyone not familiar with the foundations would understand the structure and basic content. Encourage students to be creative and use images as well as words. Provide flip chart paper, colored markers or pencils, crayons, scissors, tape/glue sticks, and colored paper.

Putting it together



Slide 4

Place the completed posters around the class and give students time to look at each poster. Conclude the activity by having a discussion about their observations.

- What stood out for you as you reviewed the different posters?
- What was surprising or intriguing? Was anything puzzling?
- How do these posters help you better understand the structure of the foundations?
- After seeing all the posters, what might you do differently in your poster?

Another way

Ask students to review the “Organization of the Language and Literacy Foundations” (PLF, V1, pp. 48-49) on their own. Provide the students with the map of the language and literacy foundations and the key points worksheet. Have students complete the summary sheet individually or in small groups. Then have the whole class review and discuss the key points.

or

Students could do the review and summary of the “Organization of the Language and Literacy Foundations” (PLF, V1, pp. 48-49) outside class. Then have students bring their summary sheets to class for discussion.

Also, you could have students create their posters as an out-of-class activity and then have the poster session during class.

**Taking it
further**

Slides 5-6

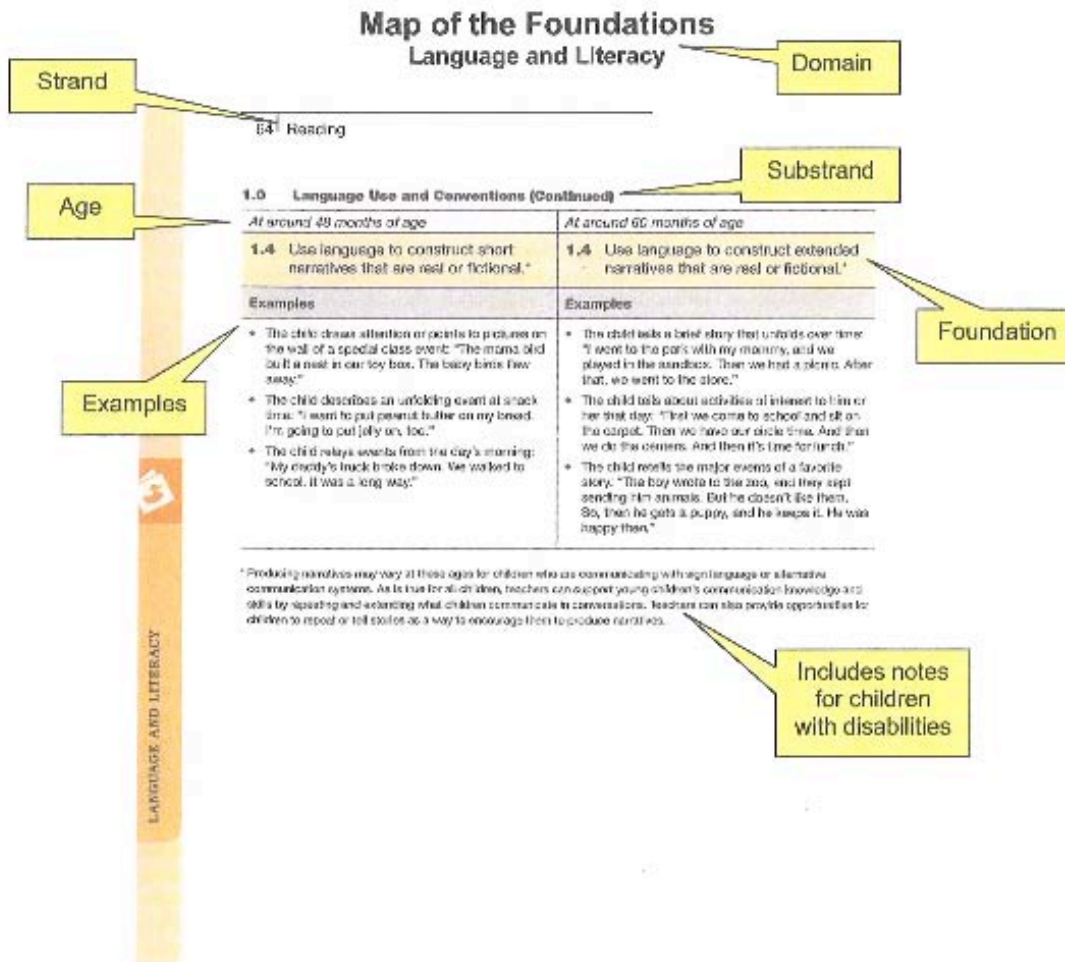
Students can extend their understanding of the language and literacy domain by comparing it to the structure of the English-language development domain. A suggestion for making this comparison is in the “Getting it started” segment of the activity titled “Exploring the Structure of the English-Language Development Domain” is in this guide.

Assessment

Ask students to re-create the structure of the language and literacy domain by charting it on a blank sheet of paper. They should include the strand and substrand names.

Another way to assess students’ understanding of the structure is to have each student assemble a full set of puzzle pieces from the “Piecing Together the Language and Literacy Domain Puzzle” activity.

After you have checked the students’ charts or completed puzzles, have them check their own work with the PLF, V1 and make any needed corrections.



Exploring the Structure of the Language and Literacy Domain

Element	Key Points
Domain	
Strands	
Substrands	
Ages	
Foundations	

HANDOUT:
Exploring the Structure of the LL Domain

Element	Key Points
Examples	
Notes	

HANDOUT:
Exploring the Structure of the LL Domain

