

Language and Literacy: **Understanding the Research and Evidence Base for 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): In-Class Activity; Out-of-Class Activity; Assessment

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

Focus: Students become familiar with the research and evidence base 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 research underlying the language and literacy domain of the PLF, V1 (introductory understanding) (*Standards 1 & 6*)*
- How bibliographic notes can be a useful introduction to core research ideas (*Standard 6*)*
- The implications of research findings that support young children's acquisition of early language and literacy skills (*Standards 1, 4, & 5*)*

Students will be able to:

- Use bibliographic notes to become introduced to research underlying the language and literacy domain of the PLF, V1 (*Standard 6*)*
- Consider how knowing current research can impact working with young children (*Standards 1, 4, & 6*)*

* See Appendix A

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Before you start

The *California Preschool Learning Foundations, Volume 1* (PLF, V1) includes a section of bibliographical notes for three of the domains. These bibliographic notes provide summaries of the research and evidence that underlie the foundations.

Getting it started

Students can do this activity individually, in pairs, or in small groups. Assign each individual or group one or more strands or substrands in the language and literacy domain. Ask the students to find and read the bibliographic notes in the PLF, V1 that relate to their assigned strand(s) or substrand(s). Ask students to identify three to five key ideas from the notes and be prepared to report them to the whole class.

Keeping It going

It will be helpful to present and record the key ideas by strand and substrands. As students post their ideas, ask them to explain why they selected those particular ones.

Putting it together

After all students have posted and explained their ideas, have the class discuss the following questions:



Slides 2-3

- What ideas stood out for you?
- Which ideas were familiar ones? Which were new?
- What connections do you see among the strands and substrands?
- What are the implications for how adults support young children's acquisition of the language and literacy skills described in the foundations?

Another way

This activity can be completed in one class period or spread out over several classes, using one strand for each class. Students could also post their key ideas online, which would give them time to consider the responses to the questions prior to class.

Instead of or prior to a whole class review of the key ideas, each group could meet with another group to share their ideas. This would work especially well if more than one individual, pair, or group is assigned to the same strand(s) or substrand(s).

Taking it out of class

Understanding that the foundations are based upon research is a very important concept. Much of the language and literacy research relates to studies of children who are at risk for reading and school success because of socioeconomic factors. Many of the articles in the bibliography also look at adult caregiver practices with very young children.

Students could choose a key idea that seems important to them and then find one article from the bibliographic notes that relates to their idea. Students then write a one-page paper summarizing the study and findings from the article.

You may wish to provide a selected list of articles from the references that are the most appropriate for the students in your class.

Assessment

This activity could be done as an individual written assignment to be completed out of class. If this method is selected, consider having each student review the bibliographic notes for all three strands and then (1) identify three to five key ideas for each strand and (2) explain why they selected those ideas. After the students have submitted their assignments, you could hold a class discussion as described above.