

LANGUAGE CONCEPTS

Waterford’s Instructional Strands for Literacy are aligned with the Essential Components of Reading identified by the National Reading Panel (NICHD, 2000).

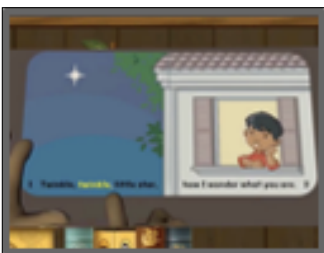
The Language Concepts strand teaches students how written language is organized. Print concepts, spelling, grammar, and sentence structure are taught and practiced in this strand.



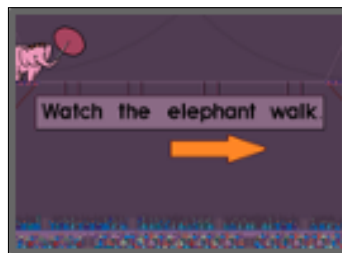
← LESS COMPLEX ————— MORE COMPLEX →

Beginning	Developing	Advanced
Print Concepts Introduction to parts of speech and punctuation Characteristics of a Sentence	Basic parts of speech Basic punctuation Simple Sentence Structure	Parts of speech Punctuation Complex Sentence Structure

The rules for how written language is organized are sometimes called **print concepts**.



Text highlights match narration word by word, demonstrating the connection between speech and print.



Explicit instruction teaches how we read: turning pages and reading left to right. Students see that letters combine to form words and words combine to form sentences.



Students learn about the parts of a book and the roles of authors and illustrators. They are introduced to different types of texts and varied purposes for reading.

Students learn to encode, or spell, according to the conventions of English orthography. This happens in parallel with the decoding instruction they experience in the Phonics strand.



In early activities, students determine the number of sounds in a word, then see the word and, finally, determine which letters represent each sound.



Here the word “use” has been covered by the peacock’s train. Students write the word and check their spelling after the word is uncovered.



Students apply their word mapping skills as they spell multisyllabic words that include more complex patterns.

Grammar concepts are taught systematically. For example, students learn about basic characteristics of a sentence before learning about parts of speech.



Sentence marks

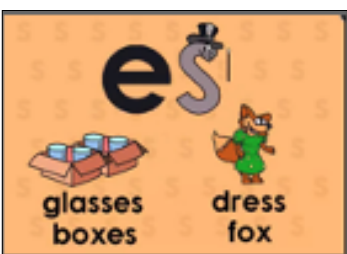


Sentence structure and pronouns



Irregular verbs

Engaging songs introduce students to many of the new concepts in this strand. These help students understand and remember the new ideas as they go on to explicit instruction and practice for each concept.



Forming plural nouns



Learning about synonyms



Early Morphology—prefixes

View example language concepts activities [here](#).