2017-2018 Teacher Time for Infant/Toddler Teachers—Episode 2 Viewers Guide
Language and Literacy Development for Infants and Toddlers

Summary:	In the Head Start Early Learning Outcomes Framework (ELOF) introduction to language and literacy, it says, "Communication is fundamental to the human experience and language and literacy are essential to children's learning." That's a powerful statement! We know how important language and literacy development is for all children, and it starts with infants and toddlers. Episode 2 digs a little deeper into how you can support children's vocabulary and emerging literacy skills.
Today's Topic	Vocabulary and Emergent Literacy As a teacher, you have an important role to play! You expose children to interesting and new words – and help children begin to learn and use these words to express themselves. And you do this within the context of nurturing and responsive interactions. You also support emerging literacy skills. These are the knowledge and skills that lay the foundation for later reading and writing. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Guest Expert	Guest expert, Dr. Linda Espinosa, offers suggestions for effective practices that support the development of infant and toddler vocabulary and emergent literacy. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Teacher Videos and Chat	You watched videos of teachers using some of the strategies that Dr. Espinosa shared. What strategies stood out for you? NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Supporting Dual Language Learners (DLLs)	Because language and culture are closely related, one of the primary tasks for infants and toddlers is to learn their home language(s). We asked Dr. Espinosa to share information and strategies for supporting infants and toddlers who are dual language learners. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Approaches to Learning	Approaches to learning focuses on *how* children learn, rather than *what* they learn. This domain describes the skills and behaviors that children use to learn. This domain also

	includes initiative, curiosity, and creativity. When using these skills, children learn to do things that are challenging, frustrating, or simply take time to do. The consistent, positive relationships you develop with the children in your program and the language interactions you have with them help them learn to use language and words to express their curiosity about objects, materials, and people in their environment. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Assessment	Observing and documenting growth in children's vocabulary and emergent literacy development requires *focused observation* and *intentional engagement* with children. Watch for how infants and toddlers show they understand you and others and how they begin to use more and more words to communicate. Also observe how infants and toddlers begin to develop literacy skills. It is important to have ongoing two-way communication with families about the languages(s) children are hearing, understanding, and using at home. This will help you better assess children's vocabulary and emergent literacy skills. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Questions and Answers with Hosts	Chat question: Share one teaching or ongoing child assessment strategy you will use in the next week. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Wrap Up & Resources	Early Childhood Learning and Knowledge Center (ECLKC) https://eclkc.ohs.acf.hhs.gov/ - News You Can Use – https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/news-you-can-use - Language and Literacy - Approaches Toward Learning, Part 2 15-minute In-service Suites: Novel Words, Birth to Five – https://eclkc.ohs.acf.hhs.gov/video/novel-words-birth-five - BabyTalks Webinars – https://eclkc.ohs.acf.hhs.gov/school-readiness/article/babytalks - Webinar 1: Babbling Babies – Early Language Development - Webinar 2: Brilliantly Bilingual – Growing Up With Two Languages - Planned Language Approach

- o Alphabet Knowledge and Early Writing – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-teachers-alphabet-knowledge-early-writing-eng.pdf
  - o Book Knowledge and Print Concepts – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-teachers-book-knowledge-eng.pdf
  - o Oral Language and Vocabulary – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-teachers-oral-language-eng.pdf
  - o Language Modeling With Dual Language Learning Infants – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-language-modeling-dll-infants.pdf
  - o Language Modeling With Dual Language Learning Toddlers – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-language-modeling-dll-toddlers.pdf
- Text4Teachers – https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers

Head Start Early Learning Outcomes Framework (ELOF)
https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework
- There's the ELOF for That (video)
- ELOF Interactive Framework
- ELOF2GO Mobile App
- Effective Practice Guides

MyPeers
https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community

Head Start Program Performance Standards	Information in this episode reflects the following Head Start Program Performance Standards:
	§1302.31 Teaching and the learning environment
	(b) Effective teaching practices
	   (1) Teaching practices must:
	    (i) Emphasize nurturing and responsive practices, interactions, and environments…
	    (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...
	    (iii) Integrate child assessment data in individual and group planning; and
	    (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development…
	   (2) For dual language learners, a program must recognize bilingualism and biliteracy as

strengths and implement research-based teaching practices that support their development. These practices must:

(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.

§1302.33 Child screenings and assessment
(b) Assessment for individualization

(2) Regularly use information from [standardized and structured assessments, which may be observation-based or direct] along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improved teaching practices in center-based and family child care settings

(c) Characteristics of screening and assessment

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

Subpart F—Additional Services for Children with Disabilities
§1302.60 Full participation in program services and activities
A program must ensure enrolled children with disabilities…receive all applicable program services…and that they fully participate in all program activities.