



**Planned Language Approach Big 5:
Focus on Book Knowledge and
Print Concepts**

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**NATIONAL CENTER ON
Early Childhood
Development**
Early Childhood Development: Teaching and Learning

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Introductions

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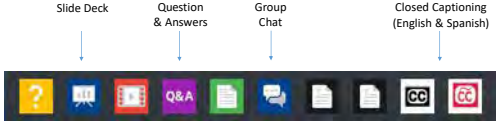
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Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

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Session Agenda

Here's what we're doing today:

- Introduction
 - Brief connections to PLA, Coordinated Approaches, and the Head Start Early Learning Outcomes Framework (ELOF)
- Understanding the Research
 - Book Knowledge and Print Concepts Across Languages
- The Developmental Progression
 - Infant and Toddler → Preschool
 - Children who are dual language learners
- Effective Practices that Support Book Knowledge and Print Concepts
- Examples of Book Knowledge and Print Concepts in Early Learning Settings

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Session Objectives

At the end of this presentation, you should be able to:

- Understand the connections to a PLA, Coordinated Approaches, and the ELOF
- Explain what the research says about book knowledge and print concepts
- Describe the developmental trajectory from birth to age five
- Identify strategies to support children who are dual language learners (DLLs)
- Identify effective practices for supporting each skill in different early learning settings


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Book Knowledge and Print Concepts Include...

- Understanding that print is speech written down
- Learning the various purposes of print
- Recognizing common signs, symbols, and logos
- Having experiences with different types of print materials
- Knowing how to use books appropriately




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Book Knowledge and Print Concepts Include...

- Asking and answering questions about what is read
- Identifying basic story elements
- Discussing the characters and events in stories
- Understanding that some books provide information rather than tell a story
- Enjoying books and other experiences with print
- Pretending to read books



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Coordinated Approaches

Education staff

- Support book knowledge and print concepts every day, throughout the day as part of the curriculum.
- Assess children's learning of book knowledge and print concepts.
- Support families to develop children's book knowledge and print concepts.

Refer to the Education and Child Development Services in the Dual Language Learners Program Assessment (DLLPA): <https://ecikc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa>

Dual Language Learners Program Assessment

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Head Start's Early Learning Outcomes Framework (ELOF)

Infants and Toddlers

Language and Communication - Emergent Literacy

- IT-LC 10. Child handles books and relates them to their stories or information.
- IT-LC 11. Child recognizes pictures and some symbols, signs, or words.
- IT-LC 12. Child comprehends meaning from pictures and stories.

Preschoolers

Literacy - Print and Alphabet Knowledge

- P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).


Literacy - Comprehension and Text Structure

- P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
- P-LIT 5. Child asks and answers questions about a book that was read aloud.

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Understanding the Research and Effective Practices that Support Book Knowledge and Print Concepts




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Understanding the Research

- Reading-related behaviors will prepare children for later reading and writing.
- Book knowledge and print concepts developed in any language support children's knowledge of books and print concepts in English.




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Understanding the Research (cont.)

- Some languages are read from right to left, and others are read from left to right.
- Some languages are read from the back of a book to the front, and others are read from the front of a book to the back.
- Some languages are read horizontally or vertically.
- Some languages do not have a written form.




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How to Use Books


- Share books with infants and toddlers and talk about the pictures that interest them
- Read books to young children
- Engage children in interactive read alouds
- Use dialogic reading strategies
- Engage children in shared reading



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Video: A Felt Board Story



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Questions

- What did you see the two girls who are dual language learners doing?
- What did this tell us about what the children know about books and print?
- What strategies did the teacher use to set up this learning experience?

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Understanding the Research for Children Who Are DLLs

- Children develop “funds of knowledge” about books and print based on their experiences with their families, cultures, and communities
- It is important for education staff to learn about the ways language and literacy are used and valued in children’s families

Gathering and Using Language Information That Families Share

One third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into their language development and the ways to support children's progress in dual language.

- many children among DLL children (e.g., children are born with natural capabilities for language and for learning).
- key differences between children growing up with one language and children who are DLLs (e.g., children may learn some ideas, such as reading, in one of their languages but not in the other), and
- Children who are DLLs are seen unique children with unique experiences, learning styles and preferences.

When daily practices of children's past experiences with language, they are able to build on those experiences and support their ongoing progress.

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Strategies for Parents and Families

- Share to build home-school connections
- Supports daily activities for infants, toddlers, and preschoolers
- Provides multiple examples

How Parents and Families Support Book Knowledge and Print Concepts

La manera en que los padres y las familias apoyan la familiarización con los libros y con los conceptos de la palabra impresa

STRATEGIAS

ESTRATEGIAS

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Poll Question: What strategy have you used to support parents to build their children’s knowledge of books and print concepts?


What strategy have you used to support parents to build their children’s knowledge of books and print concepts at home?

- A. Send books home/class library/program lending library
- B. Hold literacy workshops for families
- C. Send tips/questions to parents via text message
- D. Post videos with ideas for home literacy
- E. Other (post in chat)

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Questions


- How do you support parents to build book knowledge and print concepts?
- What languages are spoken by the children and how does that affect your supports?
- How do you incorporate families' "funds of knowledge" in your practices and learning environments?



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The Developmental Progression and Examples of Book Knowledge and Print Concepts in Early Learning Settings



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Developmental Progression

- GOAL IT-LC 2. Child comprehends meaning from pictures and stories.


Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at picture books and listens to an adult talk about pictures in a book.	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	<ul style="list-style-type: none"> • Uses pictures as a guide to talk about a story that has been read. • Asks or answers questions about what is happening in a book or story. • Identifies the feelings of characters in a book or story.

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How to Support Babies

- Share stories, poems, and songs in the children’s home language
- Cuddle up and “read” books together every day
- Look in the direction where children point or follow their gaze and support babies’ language development




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More on How to Support Babies...

- Provide cloth and board books and talk about what the infant sees, feels, or hears
- Play games such as peek-a-boo, pat-a-cake, or invented games



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Video: Thumbkin Fingerplay




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Questions

- What strategies did you see teachers use?
- What did you see the children doing?
- What did this tell us about what the children know?



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Developmental Progression

- GOAL IT-LC 10. Child handles books and relates them to their stories or information.

Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores a book by touching it, patting it, or putting it in mouth.	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	<ul style="list-style-type: none"> • Asks to have several favorite books read over and over. • Holds book, turns pages, and pretends to read.

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How to Support Toddlers...




- Read, talk, and sign about environmental print
- Share stories, poems, and songs in English and the toddlers' home language(s)
- Make story time fun
- Read (and reread and reread) favorite stories, poems, and chants in English and in their home language(s)
- Talk or sign about books and ask questions during and after story reading
- Talk or sign about unfamiliar words and encourage them to say them

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More on How to Support Toddlers...


- Respond when they ask what print, signs, and logos say
- Point out and name meaningful letters of the alphabet
- Provide durable books
- Create a comfortable book nook or place where books are attractively arranged and easy to reach
- Store books where toddlers can see the cover
- Model how to use books appropriately



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Video: Choo Choo



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Developmental Progression

- GOAL P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

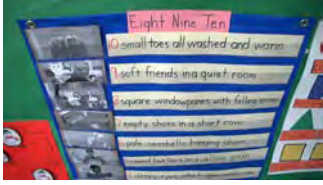
Developmental Progression		Indicators
36 to 48 Months	48 to 60 Months	By 60 Months
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<ul style="list-style-type: none"> • Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. • Tells fictional or personal stories using a sequence of at least two or three connected events. • Identifies characters and main events in books and stories.

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How to Support Preschoolers...

- Share a range of stories, poems, and songs in home languages, as well as English
- Set aside time to read age-appropriate books together every day
- Read (and reread) stories
- Read informational texts
- Model how to care for books
- Discuss the important ideas in a story




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More on How to Support Preschoolers...

- Talk about how print is used for different purposes
- Draw children's attention to letters, words, signs, and logos in meaningful contexts
- Model using books, magazines, and digital texts as sources of information on a topic of interest
- Provide books that reflect the languages and cultures of the children
- Include print and writing materials in children's play areas



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Video: The Joy of Reading




...they made their house even bigger.

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Question

- What strategies are you using to promote preschoolers' book knowledge and print concepts?



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Culturally and Linguistically Responsive Practices (CLRP) on MyPeers



Keep the conversation going...
Share ideas, questions,
and resources on the
CLRP Community on
MyPeers!

<http://www.123formbuilder.com/form-2230355/My-Peers>

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Resources

- Dual Language Learners Program Assessment (DLLPA)
<https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa>
- Effective Practice Guides – Language and Literacy
<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy>
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- Planned Language Approach
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>
- MyPeers
<https://eclkc.ohs.acf.hhs.gov/publication/engage-mypeers>
- Teaching at the Beginning
<https://teachath.org/>

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 Evaluation and Thank You!

For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752

