


Explore Early Literacy
Background Knowledge As a Foundation

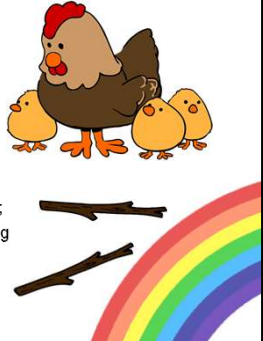
Ready to Read Alaska | AAEYC 2020



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What do you see?

One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen;
Eleven, twelve, dig and delve;
Thirteen, fourteen, maids a-courting;
Fifteen, sixteen, maids in the kitchen;
Seventeen, eighteen, maids in waiting
Nineteen, twenty, my plate's empty.



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Background Knowledge




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Background knowledge is...

A child's knowledge about the world

3 aspects:


1. **Conceptual thinking**
2. **Content knowledge**
3. **Book/ story knowledge**



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Why is it important?


The more children know about the world, the easier it is for them to understand what they will read.



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Conceptual Thinking


The ability to think abstractly



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Conceptual thinking is...

- Thinking abstractly beyond what is in front of you
- The construction of thought processes
- Observing objects and their relationships



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Birth – 18 Months

Infants:

- Books with contrast between pictures and background colors
- Games like peek-a-boo

Toddlers:

- Books about the world around them
- Use concepts like “all gone!”, colors, size, opposites



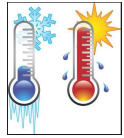
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18 – 36 Months

Encourage children to talk about:

- Pictures in books
- Concepts
 - Size
 - Color
 - Sequence
- Experiences related to the book, past and future

Connect the book to the wider world



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3 – 5 Years


Encourage children to use their imaginations while telling you stories

Read books that

- Reflect their experiences
- Expose them to new experiences
- Encourage talking about ideas

Read books with


- Specific sequence of events
- Cumulative actions or phrases



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Content Knowledge

Facts and information on a variety of topics




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Mini Quiz!

Fact or Fiction?


1. Conversation with children is more cognitively demanding when adults read ____.
2. Caregivers allow children to talk twice as much about the content of ____.
3. When caregivers read ____ books, they are more interruptible.



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Content knowledge is...

- Information learned from books
- Information learned from people
- General information learned from observation or experimentation



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Birth – 18 Months

Infants:

- Bright, clear pictures/ photographs
- Stark contrast between pictures and background colors
- Pictures that help you talk about the world around you

Toddlers:



- Clear pictures
- Simple factual books (E nonfiction collection)
- Catalogs, magazines



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18 – 36 Months

- Use catalogs, magazines, factual books on topics of interest
- Relate the contents to children's experiences
- Add information you know on the topic




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3 – 5 Years

- Factual books on topics of interest, places, and situations
- Add information you know about the topic
- Encourage children to share information on a topic


Preschoolers are curious about many things.



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Book/ Story Knowledge


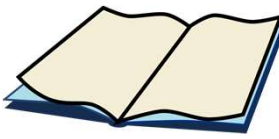
Understanding the structures of stories and the enjoyment of books and reading



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Book/ story knowledge includes...

- How stories work
- Narrative skills
- Print motivation



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How stories work

Story language: "Once upon a time..."

Repetition: "... was just right."

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Narrative skills

Child's ability to:

- Describe things
- Describe events
- Tell and re-tell stories

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Print motivation

Children who enjoy books and reading are more curious and eager to learn

Children become good readers through practice

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Birth – 18 Months

Infants:

- Board books
- Using the senses/ peekaboo
- Songs/ nursery rhymes/ rhythm

Toddlers:

- Clear pictures of familiar objects/ people
- Familiar experiences, faces
- Simple stories/ repetition

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18 – 36 Months

- Repeated phrases or actions
- Encourage participation
 - Repeated phrase
 - Animal sounds
- Asking questions

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3 – 5 Years

- Repetition
- Questions – open-ended
- Demonstrate YOUR enjoyment
- Factual books on topics of interest
- Repetition

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5 Practices of Early Literacy

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Sing

- Nursery rhymes/ songs of a culture
- Sequential songs
- Songs that tell a story

Illustration of five children (black, red, yellow, green, orange) and musical notes.

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Play

Symbolic play!

Four photographs showing children engaged in symbolic play with toys like blocks, a toy car, and a play kitchen.

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Talk

- Add information you know
- Encourage children to share
- Ask questions
- Tell/ re-tell stories
- Talk about what is happening

Illustration of a blue speech bubble.

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Write


Writing about their own experiences

Two photographs showing children writing on a whiteboard and using markers on a table.

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Want more examples?

- Early Literacy Planning Tool
- Arranged by early literacy component
- Birth to 60 months (5 years)
- Storytime provider/ caregiver activities
- Children's expected outcomes





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Questions?

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Survey Says!

This project is grant funded, so we have to fill out a report every year detailing what we did with the money.

Please be honest – you won't hurt my feelings!

Include your email on the survey and I will send you a follow-up survey in a month **AND** free early literacy posters!



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Early Literacy Planning Tool

based on Every Child Ready to Read2®

Introduction

The Early Literacy Planning Tool is melded from several sources. Its foundation is in the VIEWS2 Planning Tool (VPT), developed for practitioners from two research tools used in the VIEWS2 study from the University of Washington (<http://views2.ischool.uw.edu/>). This IMLS-funded study concluded that a purposeful, intentional focus on early literacy concepts in storytimes makes a difference in the storytime provider's program and can increase the early literacy behaviors in the children who attend storytime. An interactive, online training that featured the VPT enabled storytime providers to plan confidently across developmentally appropriate stages to include early literacy strategies in their storytime planning and delivery.

The VPT is based on two tools that were used as a part of the VIEWS2 study: Benchmark Curricular Planning and Assessment Framework (BCPAF), developed by Dr. Erika Feldman and the Program Evaluation Tool (PET) developed by Dr. Erika Feldman, Dr. Eliza Dresang, Dr. Kathleen Burnett, Dr. Janet Capps, and Katie Campana. Both tools went through extensive development and testing prior to their use in the study. While BCPAF and PET were based on the 2009 Washington State Early Learning Benchmarks, the VPT is organized around specifically the literacy domains of those benchmarks, which include language use, communication, phonological awareness, vocabulary, print concepts, comprehension, alphabetic knowledge, and writing concepts.

In addition to the VPT, the Early Literacy Planning Tool also draws on the structure from the second edition of Every Child Ready to Read® (ECRR2). While ECRR2 sets forth the five practices talking, singing, reading, writing, and playing as the activities that support early literacy, the early literacy structure on which these are based are embodied in the early literacy components: oral language, phonological awareness, print awareness/concepts, letter knowledge, vocabulary, and background knowledge. It is these components that are used in the Early Literacy Planning Tool. The Early Literacy Planning Tool draws its strategies from the VPT, ECRR2, and individual state learning guidelines.

Neither the VPT nor the Early Literacy Planning Tool is meant to be exhaustive and comprehensive. These tools offer a way for librarians and storytime providers to understand early literacy domains and how to incorporate them into storytime planning and delivery to help the children in the community with their literacy development. Storytimes should be fun, interactive, and intentional in order to have the greatest impact on the community.

Early Literacy Components

The Early Literacy Planning Tool covers six early literacy components. Each component includes:

- **Goals:** the early literacy skill or ability that is desirable for children to develop
- **Strategies a Storytime Provider/Educator/Adult** might use to achieve the early literacy goals
- **Children’s behaviors** that children might demonstrate in response to the strategies.
- **Age level** sections to readily identify age-appropriate strategies and child responses.

This tool is intended to use as a GUIDE. The suggested strategies are provided as *examples*, and not meant to be a comprehensive listing. Practitioners are encouraged to devise their own strategies as long as they contribute to the goal.

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Oral Language/*Listening skills, speaking skills, social communication skills*

Goals: Children demonstrate an understanding of language by listening and speaking.

Children use language for a variety of purposes.

Children understand and use the conventions of social communication.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Uses a variety of voice sounds when sharing books, songs, including demonstrating the use of “parentese” 	Respond to frequently heard sounds and words Orient to speaker in response to speaker’s words
<ul style="list-style-type: none"> Provides or recites oral stories, nursery rhymes to children in order to prompt them to express simple thoughts or ideas Repeats rhymes, songs, stories to increase familiarity and engagement 	Attends to stories, rhymes, songs Use single words to express thoughts and ideas (e.g. when seeing the sun, say “sun”)
<ul style="list-style-type: none"> Pauses so that children can interject and repeat 	Vocalize/use words and gestures in response to person’s voice or gestures and to solicit attention Imitate words and gestures
<ul style="list-style-type: none"> Encourages children to imitate simple sounds, repeated words in books and stories 	Imitate words/sounds (e.g. simple greetings)
<ul style="list-style-type: none"> Greets children with nonverbal gestures (e.g. waves hello) in order to communicate Encourages children to join in with songs and movement activities that use gesture Adds gestures to books, songs, etc. that support communication 	Use nonverbal gestures for social conventions of greeting (e.g. waving goodbye) Communicate needs through facial expressions, words, actions
<ul style="list-style-type: none"> Introduces sign language while using spoken words 	Imitate gestures and/or signs in sign language
<ul style="list-style-type: none"> Encourages parents/caregivers to model eye contact and taking turns in communication as well as sounds and words one-on-one 	Participate in a one-on-one conversation by making sounds or using words
<ul style="list-style-type: none"> Offers simple instructions for fingerplays, movement activities, and transitions 	Follow one-step instructions

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Changes intonation and tone to communicate meaning 	React to, and may imitate, changes in intonation and tone
<ul style="list-style-type: none"> Prompts children to recount events 	Recount an event, with assistance
<ul style="list-style-type: none"> Prompts children to reflect on the sequence of events in a story or book 	Begin to follow the sequence of events in a story or book
<ul style="list-style-type: none"> Points to objects and prompts children to point to objects in environment and/or within the pages of a book or within given context 	Attempt to locate objects that are discussed by others Respond by looking when directed toward object/picture
<ul style="list-style-type: none"> Responds to children’s use of appropriate cues to solicit attention 	Address listener appropriately to get attention (e.g. using person’s name)
<ul style="list-style-type: none"> Prompts children to use adjectives to describe things or events in order to communicate effectively 	Use adjectives to describe a thing or event (e.g. fun ride)
<ul style="list-style-type: none"> Offers instructions for fingerplays, movement activities, and transitions 	Follow one- and two-step instructions
<ul style="list-style-type: none"> Provides children with the opportunity to use sound effects to convey meaning 	Use sound effects in play
<ul style="list-style-type: none"> Uses songs and rhymes with children’s names Reads books, tells stories, sings songs, shares rhymes, fingerplays, and poetry in engaging ways that encourage participation Uses puppets and/or props when reading/telling stories Uses motions that go along with stories and songs to convey meaning Repeats songs, books, fingerplays within storytime and over several storytimes 	Listen to short, simple stories Increasing ability to attend to, participate in, and understand language in conversations, stories, songs and poems Respond to action words by performing action Recall and repeat simple rhymes, songs, fingerplays
<ul style="list-style-type: none"> Provides children with the opportunity to participate in turn-taking conversations Asks open-ended questions, pausing to allow time for response 	Begin to demonstrate taking turns in conversation
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell simple stories which may include gestures to convey meaning
<ul style="list-style-type: none"> Shares factual information and factual books for children to gain information 	Understand language used to gain information Convey information and ask questions on topics of interest
<ul style="list-style-type: none"> Asks open-ended questions and encourages children to ask questions, pauses for children’s responses 	Respond to questions with words, phrases, sentences

Oral Language continued next page

Oral Language continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Asks open-ended questions about a recent event 	Recount some details of a recent event
<ul style="list-style-type: none"> Asks open-ended questions about specific details and events in a story and provides positive feedback when children recall details Offers opportunities for children to respond to increasingly complex directions and questions during informal discussion, book sharing, songs, rhymes, movement activities, craft time, playtime 	Respond to questions with appropriate answers Recalls specific details in a story and repeats them
<ul style="list-style-type: none"> Solicits use of words, signs or picture books to state points of view, likes/dislikes, and opinions; does not include questions with a “right” answer 	State point of view, likes/dislikes, and opinions using words, signs or picture books
<ul style="list-style-type: none"> Points out facial expressions of characters in stories or encourages children to make their own facial expressions to express emotions 	Demonstrate understanding of nonverbal cues (e.g. recognizing or making facial expressions for pride)
<ul style="list-style-type: none"> Prompts children to share stories about/describe experiences, then assists in putting in sequence 	Describe a task, project, and/or event sequentially in three or more sentences
<ul style="list-style-type: none"> Shares factual information and factual books for children to gain information 	Understand that language used to gain information
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell stories in sequence
<ul style="list-style-type: none"> Models ways we use language (e.g. sharing information, telling stories, asking questions, solving conflicts, getting help) 	Understand and use language for a variety of purposes Gain information through listening
<ul style="list-style-type: none"> Provides opportunities for children to share their own experiences and to listen to the experiences of others Provides opportunities to discuss what happens in a book/story 	Listen to adult and to others in group discussions Respond to questions and join in discussion

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Phonological Awareness/Ability to hear and play with the smaller sounds in words

Goal: Children demonstrate phonological awareness, the ability to hear and play with the smaller sounds in words.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Exposes children to a variety of sounds by reciting rhymes, singing songs, and reading books Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words) Uses exaggerated expressions to emphasize sounds Repeats rhymes and songs within storytime and in consecutive programs so that children become familiar with them and join in Uses movements such as clapping, stomping to songs to indicate rhythm of language 	Respond to sounds and rhythms of language Respond to environmental sounds Attempt to vocalize or imitate environmental sounds
<ul style="list-style-type: none"> Encourages children to imitate sounds and noises in their environment (including animal sounds) Encourages children to imitate sounds while reading books and singing songs. When children babble/talk, takes time to interpret what the child is saying; allows time for children to respond 	Imitate vocalizations and sounds
<ul style="list-style-type: none"> Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words/sounds 	Vocalize familiar words/sounds when read to
<ul style="list-style-type: none"> Uses rhymes in stories, songs, points out rhyming words 	Attend to sounds of language

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Repeats books, songs, fingerplays and rhymes within storytimes and in consecutive programs so that children become familiar with them and join in Sings rhyming songs, points out rhyming words Encourages children to join in with rhyming words or repeated, rhythmic phrases in books, songs and rhymes Encourages children to imitate sounds while reading books and singing songs Encourages sound play with children (e.g. tap drums, clap hands, shaking shakers) Demonstrates and encourages movements such as clapping, stamping, dancing to rhythms of language 	Respond to patterns of rhythm and repetition of familiar voices, sounds, rhymes and songs Recite phrases from favorite rhymes.
<ul style="list-style-type: none"> Uses reading style (e.g. pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs 	Complete a familiar rhyme or fingerplay by providing last word, may be with assistance
<ul style="list-style-type: none"> Invites children to act out a variety of tempos or speeds of sounds (e.g. clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly) 	Imitate tempo and speed of sound, clapping, etc.

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Builds on rhyming pairs in books and songs by playing word games, encouraging children to come up with new rhymes, including non-sense words Encourages children to say the second word of a rhyming pair using books, songs, rhyming and word games 	Begin to identify words that rhyme, recognizes matching sounds, completes familiar rhyming word, produces original rhymes
<ul style="list-style-type: none"> Helps children focus on hearing specific sounds in playful ways, e.g. clapping each time they hear a certain sound in a rhyme Uses clapping or musical instruments to help them hear syllables, clap syllables in names 	Show growing ability to hear and discriminate separate syllables in words
<ul style="list-style-type: none"> Reinforces recognition of beginning word sounds (e.g. “Book begins with the /b/ sound.) 	Identify initial sounds of words, with assistance
<ul style="list-style-type: none"> Encourages children to find multiple objects in a picture with the same beginning sound 	Find objects in a picture with the same beginning sound, with assistance
<ul style="list-style-type: none"> Points out the differences between similar-sounding words (e.g. “three” and “tree”) Plays word games changing one sound in word 	Differentiate between similar-sounding words

.All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Print Awareness and Concepts/Knowing that print has meaning, how print “works”

- Goals:** Children draw meaning from pictures, print, and text.
 Children demonstrate awareness of print concepts: how to handle books, direction of print, concept of word, concepts of print (punctuation, table of contents, etc.).
 Children use writing implements to communicate through written representations, symbols, letters.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels pictures in books Makes and points out signs and logos 	Begin to recognize and understand symbols
<ul style="list-style-type: none"> Highlights and points to pictures or words in books, or words representing pictured objects, including songbooks 	Pay attention to pictures or words in books
<ul style="list-style-type: none"> Prompts children to point to pictures, characters, or objects in book 	Point to familiar pictures, characters, and objects in books
<ul style="list-style-type: none"> Demonstrates ways to read board books, acknowledging that infants will chew on books and that they bat at the pages in attempts to turn pages Offers opportunities to explore books (e.g. what is on the pages) with hands-on activity 	Explore/handle books (chewing on books, batting at books to try to turn pages, hold and turn pages in board books)
<ul style="list-style-type: none"> Includes movement activities and action songs to build gross and small muscles later used for writing 	Imitate movements in action/movement activities
<ul style="list-style-type: none"> Demonstrates making marks on a page or on whiteboard in front of children Offers opportunities for writing/scribbling 	Scribble spontaneously

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels objects in books, using descriptive words, encouraging children to label as well Shows actual item of object pictured, uses props Shares books with objects and situations children can relate to their own experiences 	Relate pictures to real objects, people, events, stories
<ul style="list-style-type: none"> Points to title and some text, uses big books when possible Narrates how books work (e.g. “Let’s see what’s on the cover.” “I am turning the page to see what happens next.”) “Plays” with orientation of book, holding it upside down/backwards Allows opportunity for parents/caregivers and children to look at board books together, encouraging adults to narrate how books work 	Show ability to handle books, turn book right-side up, turn pages Begin to understand that print represents spoken words Pretend to read text Recognize when book upside down
<ul style="list-style-type: none"> Includes movement activities and action songs to build gross and small muscles later used for writing 	Participate in movements in action/movement activities
<ul style="list-style-type: none"> Provides opportunities for writing, asking children about what they have written, age-appropriate material (i.e. scribbles) 	Scribble and makes marks on paper purposefully Tell what scribble means
<ul style="list-style-type: none"> Provides opportunities for open-ended play, encouraging symbolic play 	Use symbols or pictures to represent what is said

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about different kinds of print, such as signs, books, newspapers, menus Incorporates print in play activities Points out print and its uses when a book includes writing or signs 	Show awareness of different functions of forms of print such as signs, letters, newspapers, lists, messages, menus
<ul style="list-style-type: none"> Points out signs and symbols in the environment and when found in picture books. Asks children if they have seen these before (e.g. “On your way to the library, did you see a stop sign?”) 	Recognize some signs and symbols in the environment (e.g. stop sign or stop light)
<ul style="list-style-type: none"> Playfully holds book upside down, allowing children to point out mistake Runs finger under title or repeated phrase in book Names author, illustrator and explains their roles 	Show increased awareness of print concepts
<ul style="list-style-type: none"> Points out words (those of interest to children, written in large, colorful, dramatic font) 	Recognize word as unit of print
<ul style="list-style-type: none"> Provides time for play and other activities that encourage pretend writing, incorporating print-rich material such as manuals, shopping lists, menus 	Use pretend writing activities during play to show print concepts
<ul style="list-style-type: none"> Uses factual books, pointing out table of contents, index, glossary 	Become familiar with organization of factual books
<ul style="list-style-type: none"> Invites children to make up, tell stories, and write them out (words, scribbles, drawing) Provides opportunities for writing, relating what is written to objects/experiences 	Talk aloud about creative ideas and stories and ask adults to write them out Understands written work represents objects/experiences

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Letter Knowledge/Exploring Letters

- Goals:** Children demonstrate awareness of alphabetic principle: that letters represent sounds of spoken language.
 Children demonstrate awareness of letters, as special category of graphic that can be individually named.
 Children use writing implements to communicate through written representations, symbols, letters.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Offers opportunities for children to play with balls, blocks, and other toys with a variety of shapes Shares books of shapes, bold pictures, stark contrast 	Explore geometric shapes using hands, eyes, and mind
<ul style="list-style-type: none"> Offers opportunities for children to match shapes, i.e. flannel boards, simple puzzles, games 	Play with shape toys, though often may not match correctly
<ul style="list-style-type: none"> Sings songs that name shapes 	Explore and recognizes shapes
<ul style="list-style-type: none"> Provides children with objects, saying name of objects and describing how they are visually alike and different; allows time for exploration 	Engage in sustained gazing or tracking object with eyes Recognizes characteristics of objects
<ul style="list-style-type: none"> Includes action rhymes and action songs to develop small and gross motor muscles 	Imitate small and gross motor movements

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about shapes, describing the shapes Provides opportunities to play with shapes using toys and a variety of materials 	Identify simple objects by their shape
<ul style="list-style-type: none"> Plays matching games (e.g. with flannel board) 	Show interest in patterns, ability to compare/match
<ul style="list-style-type: none"> Talks about visual similarities and differences of objects in pictures in books, with materials in craft activities, with props and play manipulatives 	Explore similarities and difference of objects (e.g. color, shape, size)
<ul style="list-style-type: none"> Provides opportunities for children to manipulate objects and to play with puzzles 	Notice the relationship between objects, solving simple puzzles and matching similar shapes
<ul style="list-style-type: none"> Prompts children to recite or sing the letters of the alphabet Shares enjoyable alphabet books and/or points out letter in a book 	Recite song with letters of the alphabet, with assistance Show interest in letters
<ul style="list-style-type: none"> Provides writing explorations related to fine motor skills, gross motor skills, and postural control 	Draw horizontal and vertical lines Position body to be able to write Label pictures using letter-like marks
<ul style="list-style-type: none"> Provides opportunities for open-ended play, encouraging symbolic play 	Use symbols or pictures to represent what is said
<ul style="list-style-type: none"> Uses and talks about words that describe spatial relationships (up, down, above, below, between, etc.) while reading books, providing instructions, etc. Includes songs and movement activities that describe or incorporate spatial relationships 	Explore spatial relationships Imitate motions describing spatial relationships
<ul style="list-style-type: none"> Provides opportunities for children to draw, using paper or other materials Provides opportunities to write down what child says about his/her drawing Points out letters in child's name, or encourages adult to do so; name written in upper and lower case letters 	Adjust body position to enable drawing/writing Pretends to write on paper, maybe without regard to location or direction
<ul style="list-style-type: none"> Provides physical activities to practice letter shapes (make letter with hands, body, playdough, yarn on floor—walk the letter, etc.) 	Use bodies to become familiar with how letters look
<ul style="list-style-type: none"> Provides opportunities for children to play with shapes and letters, especially those in child's name Provides both upper and lower case letters 	Recognize shapes and some letters

Letter Knowledge continued next page

Letter Knowledge continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to find the same letter in different media (e.g. books, posters, signs) 	Identify letters to match letter name
<ul style="list-style-type: none"> Encourages children's movement while singing songs and doing movement activities that depict shapes Offers a variety of opportunities for children to draw shapes (e.g. writing on paper, using body motions to draw in the air, on the floor) 	Draw basic geometric shapes (e.g. circle, triangle)
<ul style="list-style-type: none"> Provides physical activities to practice letter shapes (make letter with hands, body, playdough, yarn on floor—walk the letter, etc.) 	Use bodies to become familiar with how letters look
<ul style="list-style-type: none"> Points out shapes found in letters 	Associate the names of letters with their shapes
<ul style="list-style-type: none"> Includes fingerplays and craft activities (may include use of scissors) for small muscle development used in writing 	Participate in activities that support small muscle development
<ul style="list-style-type: none"> Prompts children to match some letters and their sounds 	Correctly identify ten or more letters of the alphabet
<ul style="list-style-type: none"> Provides opportunities for children to manipulate letters (e.g. magnetic, foam letters, letters on flannel board) and uses them to spell out words Provides nametags or other opportunities for children to talk about letters in their name or other words of interest; uses both upper and lower case letters 	Recognize that sounds are associated with letters of the alphabet and that they form words Use letter-like shapes, symbols and letters to convey meaning
<ul style="list-style-type: none"> Provides opportunities to write Write child's name or provide opportunities for child and/or parent/caregiver to write child's name; shows both upper and lower case letters 	Write name or some letters of name Label pictures using letter-like marks and letters
<ul style="list-style-type: none"> Points out letters in words in books; shares enjoyable alphabet books Encourages children to join in a variety of songs related to letters (e.g. BINGO) 	Recognize that sounds are associated with letters of the alphabet and that they form words

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Vocabulary/Recognizing words and knowing the meanings of words including objects, actions, feelings, concepts, ideas

Goals: Children develop and expand knowledge of words and word meanings.
Children acquire and use new words, increasingly abstract words, in speech.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words) 	Respond to tone of voice Respond to sounds in environment Recognize familiar voice by turning to speaker
<ul style="list-style-type: none"> Uses all kinds of words and many types of language including conversation, stories, nursery rhymes, songs Encourages children to chime in with names of items in pictures in book or names of props being used Encourage children to imitate motions, using names for actions Uses repetition to increase children’s understanding 	Show understanding of gestures and words by doing motions, looking at object noted Point to objects when named
<ul style="list-style-type: none"> Uses gestures and/or sign language in combination with words when communicating 	Combine words and gestures (e.g. waves when saying good-bye) Respond to familiar gestures/signs
<ul style="list-style-type: none"> Invites children to label familiar objects in books or in the environment Adds new words, extending children’s communication 	Use eight to ten understandable words (e.g. “daddy,” “bottle,” “up”) Recognize objects being referred to
<ul style="list-style-type: none"> Presents children with the opportunity to label aspects of people, places and events 	Use short telegraphic sentences (e.g. “Me go.” Or “There mama.”)
<ul style="list-style-type: none"> Narrates what child sees, hears, smells, touches, does using a variety of words and descriptions Shares books that introduce new words; labels items Adds new words to books with little text 	Focus on narration, follows adult’s eye gaze and pointing

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Makes opportunities for children to follow one or two step directions when gathering, transitioning from one activity to another, during songs/music/movement activities, while reading books; includes words for spatial relationships (above, below, between, over, under, etc.) Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime 	Understand questions, some basic concepts, and follow simple directions
<ul style="list-style-type: none"> Introduces unfamiliar objects and prompts children to request labels from caregiver Explain meanings of words during conversations or while reading books Shares factual books, exposing children to vocabulary not found in conversation or storybooks 	Ask others to label unfamiliar objects Ask what unfamiliar words mean Show curiosity about new words, repeat or attempt to repeat new words
<ul style="list-style-type: none"> Invites children to use adjectives to describe objects or things described in stories 	Use adjectives in phrases (e.g. “big” bag, “green” bear)
<ul style="list-style-type: none"> Claps out words in books or songs Provides opportunities for children to distinguish between real and nonsense words 	Recognize words
<ul style="list-style-type: none"> Invites children to identify objects, people in environment and in books Invites children to join in with actions in books and songs Uses as diverse a vocabulary as possible when talking with children Explains new words while reading books/talking 	Identify people, objects, actions by name Respond to directions that include verbs (jump, reach) Demonstrate understanding of words by responding appropriately
<ul style="list-style-type: none"> Provides opportunities for play where children are encouraged to try out words just learned Encourages adults to use newly introduced words through play 	Imitate new words being said by adults Use new words in play

Vocabulary continued next page

Vocabulary continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> • Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime • Explains meaning of unfamiliar word • Models use of picture cues to help determine meaning of new words • Encourages children to listen for new words while reading a book • Explains differences between two words with similar meanings (e.g. tired, exhausted) • Adds less familiar synonym to a familiar word • Explores words by category or related to theme, explores word relationships to understand concepts of common category (e.g. food, farm/wild animals, vehicles) • Shares factual books, exposing children to vocabulary not found in conversation or storybooks 	<p>Respond to unfamiliar words Show interest in meanings of unfamiliar words Use increasingly complex vocabulary Ask about meaning of unfamiliar words</p>
<ul style="list-style-type: none"> • Introduces new words in context of topic (stories and/or factual books) • Models own connections to new word 	<p>Participate in discussion about unfamiliar word(s) Connect new word to prior knowledge/experience Talk about connection between the unfamiliar word and a familiar one Try using new words</p>
<ul style="list-style-type: none"> • Models using multiple words to explain ideas (e.g. "Another way of saying that is . . .", defining a new concept/idea) • Points out multiple meanings of a word (e.g. wave in an ocean and wave goodbye) 	<p>Use multiple words to explain ideas (e.g. when talking about primary caregiver says "mother/father")</p>
<ul style="list-style-type: none"> • Asks children to talk about how they feel about what is happening in the story, adds less common words about feelings to ones the children are using 	<p>Use words to express emotions</p>
<ul style="list-style-type: none"> • When giving directions, uses words before demonstrating the action, allowing children to follow directions 	<p>Follow directions based on verbal instructions</p>
<ul style="list-style-type: none"> • Provides opportunities for play where children are encouraged to try out words just learned • Encourages adults to use newly introduced words through play 	<p>Use new words being said by adults Use new words in play</p>
<ul style="list-style-type: none"> • Plays word games using real and nonsense words 	<p>Distinguish between real and made-up words</p>

All ages

<ul style="list-style-type: none"> • Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Background Knowledge—Conceptual Thinking/*Concepts and abstract thinking*

- Goals: Children compare, contrast, examine, evaluate, connect objects, tasks, events, experiences. Children use symbols to represent objects, one object to represent another. Children recognize and use patterns, sequencing, cause and effect. Children explore and find solutions to questions, tasks, problems, challenges. Children use writing implements to communicate through written representations, symbols.**

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Plays peek-a-boo games; share flap books 	Understand object permanence (that people or things exist even when out of sight)
<ul style="list-style-type: none"> Uses open-ended questions to promote thinking 	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> Uses gestures in combination with words when communicating 	Combine words and gestures (e.g. waving goodbye)
<ul style="list-style-type: none"> Prompts children to point to pictures, characters or objects in books Shows props or other items to connect pictures/words to real objects 	Understand pictures represent objects Identify familiar people and objects in printed materials
<ul style="list-style-type: none"> Asks children simple questions that can be answered with gestures towards a particular person (e.g. "Where is Mommy?") or object (Where is your blanket?") 	Point to objects when named (e.g. pointing to blanket when asked "Where's your blanket?")
<ul style="list-style-type: none"> Repeats songs, movements within storytime and over several storytimes 	Anticipate actions in repeated routines and activities

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to reflect on sequence of events in a story or book Describes sequences using books, songs, and activities Points out patterns in routines, activities, stories 	Begin to follow the sequence of events in a story or book Anticipate, remember, and describe sequences of events Anticipate, remember repeated routines
<ul style="list-style-type: none"> Asks questions during story reading that allow children to make predictions; inserts pauses, providing children time to respond 	Anticipate what comes next in known stories, with assistance
<ul style="list-style-type: none"> Shows real object and picture of object Plays games to support word-symbol connection (e.g. shows a picture of an object and has children find object in plain sight in the room) 	Begin to recognize symbols for objects
<ul style="list-style-type: none"> Uses simple stories to help children understand cause and effect (e.g. "Why did Humpty Dumpty break into pieces?") Provides playtime with activities that support concept of cause and effect 	Demonstrate beginning understanding of cause and effect, especially of own actions
<ul style="list-style-type: none"> Asks open-ended questions to help children relate what is happening in books to their own experiences, allows time for child to respond; may need prompting 	Begin to understand the connection between books and personal experiences
<ul style="list-style-type: none"> Encourages participation with books, songs, conversation, movement and craft activities related to concepts including size, shape, color, opposites, spatial relationships Provides play activities that support sorting 	Recognizes, identify some basic concepts Sort according to one or two characteristics
<ul style="list-style-type: none"> Provides opportunities for writing and talks about what is written 	Scribble/draw with crayons/writing utensils

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to share stories or experiences, putting them in sequence (first, second, then . . . last) 	Describe a task, project, and/or event sequentially in three or more sentences
<ul style="list-style-type: none"> Uses strategies to assist children in having a conversation by extending/expanding on thoughts or ideas expressed by others in regards to a story, book, or song (e.g. "I hear that you think the bunny is pretending the box is a car. Who else has an idea about what the bunny is doing?") Asks for ideas to solve problem as part of a story or a situation in the storytime 	Extend/expand on a thought or idea expressed by another Engage in conversation that develops a thought or idea Show ability to problem solve
<ul style="list-style-type: none"> Incorporates drawing into storytime activities 	Begin to draw representational figures
<ul style="list-style-type: none"> When giving directions, uses words before demonstrating the action, allowing children to follow directions 	Interpret verbal instructions into actions
<ul style="list-style-type: none"> Ask open-ended questions to help children relate what is happening in books to their own experiences, through conversation, writing or other activities 	Make connections between books and personal experiences
<ul style="list-style-type: none"> Reads, discusses, acts out stories about people, their thinking, motivations Discusses feelings of characters in books/stories 	Demonstrate understanding of what others are thinking, their intentions or motivations
<ul style="list-style-type: none"> Reads books with predictable storyline and sequence of events Talks about what happens before, after Encourages children to retell story in sequence, may use props, flannel board 	Demonstrate understanding of sequence Show understanding of past, present, future, using words such as before, after, now, then
<ul style="list-style-type: none"> Provides opportunities for writing, relating what is written to objects/experiences 	Use symbols, shapes, letters to express ideas Talk about picture and relate to experience

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Background Knowledge—Content Knowledge/Knowledge of the world

- Goals:** Children demonstrate interest in factual information and informational text.
 Children share factual information with others.
 Children draw meaning from factual information.
 Children relate factual information to own experiences.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about factual information, about world around them Shares factual books with bold pictures/photos, labeling and adding information 	Show eagerness and curiosity as a learners
<ul style="list-style-type: none"> Asks children simple questions that can be answered with gestures toward particular object; shares factual information about the object 	Point to objects when named

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to identify different body parts by pointing Shares factual books on human body 	Identify at least three body parts, when requested
<ul style="list-style-type: none"> Shares factual books, labeling pictures and adding information 	Identify some people, objects, and actions by name Draw meaning from pictures, print and text
<ul style="list-style-type: none"> Shares books and provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena 	Ask questions that demonstrate knowledge of events or phenomena (How did the water turn blue?)
<ul style="list-style-type: none"> Shares factual books to expose children to topics of interest, expanding on what is familiar and adding information about what is not familiar to them 	Ask others to label unfamiliar objects Exhibit curiosity and interest in learning information
<ul style="list-style-type: none"> Shares factual books on topics of interest to the children, encourages their participation in talking about the topic Talks about factual topics sharing information on topics of interest to children 	Develop interest in and involvement with books and other materials Show interest in factual topics

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Shares factual books, encourages conversation around the topic, and asks thought-provoking questions on factual topics 	Extend/expand on a thought or idea expressed by another Engage in conversation that develops a thought or idea
<ul style="list-style-type: none"> Talks about what is pretend and what is real Includes factual information/books even if not reading whole book, distinguishing what is real and what is pretend Includes story and factual book on same topic or theme 	Begin to demonstrate an understanding of the difference between fiction and non-fiction, fantasy and real
<ul style="list-style-type: none"> Shares factual books and offers opportunities for children to retell or discuss the facts in the book and to share their own knowledge on the topic 	Retell details about main topic in a factual book, with assistance
<ul style="list-style-type: none"> Reads factual books and relates to children's experiences, encourages children to relate book to own experiences 	Begin to understand the connection between books and personal experiences
<ul style="list-style-type: none"> Reads factual books about new experiences and topics, supplementing with hands-on experiences when possible 	Find and use materials to follow through on an idea Knows books provide information about the world
<ul style="list-style-type: none"> Provides opportunities to discuss with children information and factual books about topics regarding world around them Provides a variety of factual books for children to explore and discuss 	Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks Demonstrate interest in and understanding of informational text
<ul style="list-style-type: none"> Uses new words and explains words using informational text Uses new words and explains words while talking about factual topic 	Repeat or use new words related to topic Show understanding of factual information
<ul style="list-style-type: none"> Asks children how factual information relates to their personal experiences Models connecting text to own experience 	With support, make connections between information in a text and personal experiences
<ul style="list-style-type: none"> Provides writing opportunities to share information on topics 	Describe something learned about a topic verbally or through representations

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Background Knowledge—Book and Story Knowledge/*Print motivation*

(*enjoyment of books and reading*) and **story structure** (*how stories work*)

- Goals:** Children demonstrate an appreciation and enjoyment of books and reading. (Print motivation)
 Children demonstrate knowledge of how stories work. (Story structure)
 Children demonstrate comprehension of printed material. (Story structure)

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Encourages adults to have babies to play with books, acknowledging that babies will chew on books, bat at pages in the book 	Experience enjoyment around books and reading
<ul style="list-style-type: none"> Highlights and points to pictures or words in a book 	Pay attention to pictures/words in books
<ul style="list-style-type: none"> Presents children with the opportunity to explore books as part of hands-on activity 	Explore books (e.g. flipping or turning through pages)
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Chooses books with bold, colorful, clear images of familiar objects Acknowledges that babies will chew on books as a way of exploring them 	Respond positively to book reading activities with adults, smiling, vocalizing, choosing to look at books
<ul style="list-style-type: none"> Exposes children to books on a variety of topics, responding to their interests Uses open-ended questions, pausing for response, to promote engagement 	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> Shares simple books with predictable story line, repeated phrases, encouraging children to join in Repeats favorites within storytime and over several storytimes 	Begin to request favorite books and request repeated readings Interact with book/story elements

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to recall specific characters, words, or actions from age-appropriate stories 	Recall specific characters, words, or actions from familiar stories
<ul style="list-style-type: none"> Inserts pauses, providing children time to respond, and asks questions during story treading that allow children to make predictions 	Anticipate what comes next in known stories, with help Recite familiar words/phrases
<ul style="list-style-type: none"> Invites children to make comments on books read or stories told 	Make comments on book/story
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment 	Show interest in reading-related activities
<ul style="list-style-type: none"> Introduces factual books, read in whole or in part Chooses books that reflect children's interests and expanding on their experiences 	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> Offers variety as well as repetition while sharing books, stories, rhymes/songs Encourages children to chime in with repeated phrase or motion in books 	Participate in increasingly variety of tasks and activities Request favorite books be repeated
<ul style="list-style-type: none"> Prompts children to reflect on the sequence of events in a story or book 	Begin to follow the sequence of events in story or book

Background Knowledge—Book and Story Knowledge continued next page

Background Knowledge—Book and Story Knowledge continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Asks children about their favorite books Shares favorite books and tells why s/he likes them Offers opportunities for children to choose books 	Express title of favorite book Express what they like about a book
<ul style="list-style-type: none"> Uses wordless books to have children tell story in own words 	Show knowledge of story structure by telling story from pictures
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment, including factual books Pauses to allow children to say repeated word or phrase 	Show interest in reading-related activities Repeat word or phrase in book/story
<ul style="list-style-type: none"> Points out similarities in some stories, such as stories starting with “Once upon a time” or repeated motifs or themes such as three tries, three pigs, three billy goats. 	Recognize similarities in stories and story patterns
<ul style="list-style-type: none"> Offers display of variety of picture books and factual books for children to choose 	Enjoy variety of genres of books and stories Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> Provides opportunities for children to dramatize events in story, retell the story or part of the story, using props, flannel board, puppets, craft activities 	Begin to interact with story through familiar hand motions and expression of emotions Recall specific characters or actions from familiar stories
<ul style="list-style-type: none"> Use interactive reading techniques to engage children in story, including prediction 	Question and predict to comprehend printed material
<ul style="list-style-type: none"> Introduces book with overview of story, reviews book with children’s participation regarding beginning, middle, end of story Asks children to predict what might happen in a book Offers opportunities for retelling story, give a new ending 	Demonstrate understanding of basic plots of simple stories in a variety of ways Respond with sequence that might follow in a story
<ul style="list-style-type: none"> Provides opportunities for children to make their own book/story or draw favorite part of a story, and talk about what happened 	Recount stories in sequence

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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