



**Planned Language Approach Big 5:  
Focus on Background Knowledge**

February 22, 2019

Presenters:  
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 NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

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 **Introductions**




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 **New Webinar Features**

Slide Deck      Question & Answers      Webinar Tips



Help      Media Player      Resource List      Group Chat



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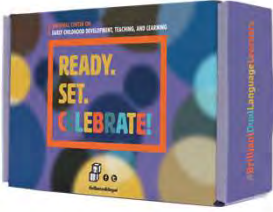
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**DUAL LANGUAGE LEARNER CELEBRATION WEEK**

Help us celebrate Dual Language Learner Celebration Week, February 19-22, by:

- Joining us on Friday, February 22<sup>nd</sup> at 1 PM ET for a chat in the Culturally and Linguistically Responsive Practices (CLRP) MyPeers Community
- Create and post via social media using the hashtag: #BrilliantDualLanguageLearners



Friday, February 22<sup>nd</sup>  
Focus on Research that Powers Our Work with DLLs

#BrilliantDualLanguageLearners

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**Poll Question: Have you participated in any other DLL Celebration Week activities ?**

DLL celebration activities include: joining a MyPeers live chat; attending Tuesday's webinar on the DLLPA; posting on social media using the #BrilliantDualLanguageLearners, etc.

- A. Yes
- B. No

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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
- Understanding the Research
  - "Funds of Knowledge" as Background Knowledge
- The Developmental Progression
  - Infant and Toddler → Preschool
  - Children who are dual language learners
- Effective Practices that Support Background Knowledge
- Examples of Background Knowledge 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 Planned Language Approach, Coordinated Approaches, and the Early Learning Outcomes Framework
- Explain what the research says about background knowledge
- 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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## Background Knowledge Includes...

- information that children learn and store in their memories— information about themselves, other people, objects, and the world around them.
- beliefs, values, rules, and expectations in children’s cultures, environments, and languages.



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## Coordinated Approaches

Education staff

- Support background knowledge every day, throughout the day as part of the curriculum.
- Assess children’s learning of background knowledge.
- Support families to develop children’s background knowledge.

Refer to the Education and Child Development Services in the Dual Language Learners Program Assessment (DLLPA): <https://eclkc.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)**

Infant and Toddler Goals

Attending and Understanding

- IT-LC 1. Child attends to, understands, and responds to communication and language from others.
- IT-LC 2. Child learns from communication and language experiences with others.

Communicating and Speaking

- IT-LC 3. Child communicates needs and wants non-verbally and by using language.
- IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.
- IT-LC 5. Child uses increasingly complex language in conversation with others.
- IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.

Vocabulary

- IT-LC 7. Child understands an increasing number of words used in communication with others.
- IT-LC 8. Child uses an increasing number of words in communication and conversation with others.

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**Head Start's Early Learning Outcomes Framework (ELOF)**

Preschool Goals

Attending and Understanding

- P-LC 1: Child attends to communication and language from others.
- P-LC 2: Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking

- P-LC 3: Child varies the amount of information provided to meet the demands of the situation.
- P-LC 4: Child understands, follows, and uses appropriate social and conversational rules.
- P-LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary

- P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
- P-LC 7. Child shows understanding of word categories and relationships among words.

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**Understanding the Research**

- Children connect information they are learning to familiar concepts, or schema from birth.
- Gaps in children's background knowledge may make it harder for them to understand what they read and hear later in school.
- Children have similarities and differences in their background knowledge because they draw from different "funds of knowledge."



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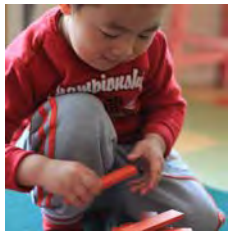
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### Children's Interests Lead to Background Knowledge

- Language is constructed – not just received.
- Each new word is attached to prior knowledge and language is built via connections.
- Home language learning builds stronger content knowledge by connecting to what children already know.
- When you observe a child at play, their interests give you clues about their background knowledge.



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### Video: Snacks at Home



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### Questions

- What strategies did you see the parents use?
- What did you see the child doing?
- What did this tell us about what the child knows?

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### Understanding the Research for Children Who Are Dual Language Learners (DLLs)

- Children who are DLLs develop background knowledge in each of their languages.
- With support, children learn to transfer this knowledge from one language to another.

Link: <https://eckc.ohs.acfhhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf>

#### 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 insight on DLLs' language development and the ways to support children's progress in a dual language.

- many children among ALL 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 skills such as reading in one of their languages but not in the other), and
- children who are DLLs are seen as more disadvantaged with unique experiences, learning styles and preferences.

When early educators understand children's past experiences with languages, they are able to better connect those experiences and support their ongoing progress.

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### Strategies for Parents and Families

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

#### How Parents and Families Background Knowledge

#### Como los padres y las familias apoyan los conocimientos de base

**Introduction**

Children learn in a unique context that is shaped by their home and culture. Parents and families are the primary and most influential source of early learning and development. The home environment is a critical component of a child's early learning experience. This document provides strategies for parents and families to support their children's early learning and development.

**STRATEGIAS**

1. Establish and give your child a consistent routine.
2. Use simple, clear, and direct language.
3. Show interest in your child's activities and play.
4. Expand their use of language and skills.
5. Model or describe their actions.

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### Developmental Progression

- GOAL IT-LC 2. Child learns from communication and language experiences with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
<b>Birth to 9 Months</b>	<b>8 to 18 Months</b>	<b>16 to 36 Months</b>	<b>By 36 Months</b>
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	<ul style="list-style-type: none"><li>• Acts on descriptions provided by others about people, objects, or events.</li><li>• Demonstrates interest and understanding when participating in language activities or games.</li></ul>

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**How to Support Babies**

- Notice when babies are alert and interested
- Talk to babies about their daily routines and activities
- Offer safe toys and objects with a variety of textures
- Use words in their home language



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**More on How to Support Babies...**

- Engage babies in “conversations”
- Provide and read a variety of culturally and linguistically appropriate books
- Take babies out into the community



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**Video: Babies on the Rug**



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**Questions**

- What strategies did you see teacher use?
- What did you see the child/children doing?
- What did this tell us about what the child/children know(s)?



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**Developmental Progression**

- GOAL IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"	<ul style="list-style-type: none"> <li>• Asks questions in a variety of ways.</li> <li>• Repeats or re-phrases questions until a response is received.</li> </ul>

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**How to Support Toddlers...**



- Use a home or sign language to explain daily routines and activities
- Help them safely explore their world
- Talk about what children see
- Teach them new and interesting words and concepts
- Provide and read a variety of culturally and linguistically appropriate books
- Visit different places and describe what they see, touch, hear, taste, and smell
- Build on what toddlers know by stretching and expanding that knowledge

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**More on How to Support Toddlers...**

- Respond to their questions
- Provide feedback that helps them learn about the world
- Talk about objects, animals, etc.
- Encourage and support imaginary play
- Encourage them to show what they know
- Support children as they use assistive technology



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**Video: Toddler Watering a Plant**



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**Questions**

- How do you support parents to build background knowledge?
- 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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**Developmental Progression**

- GOAL P-LC 1. Child attends to communication and language from others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<ul style="list-style-type: none"> <li>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li> <li>Shows ongoing connection to a conversation, group discussion, or presentation.</li> </ul>

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**How to Support Preschoolers...**

- Display your own curiosity and interests with children
- Share age-appropriate informational (nonfiction) and narrative (fiction) texts
- Use conceptually rich talk
- Develop thematic units or project-based investigations
- Engage children in concrete, meaning-making activities



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**More on How to Support Preschoolers...**

- Connect new knowledge to what children already know
- Ask questions that encourage thinking and reasoning about everyday experiences
- Provide gentle but accurate feedback when a child is confused or misunderstands
- Have daily conversations about topics of interest
- Talk about items and their categories
- Support their use of assistive technology, as identified on their IEPs, to communicate what they know



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**Video: Our Chicks Have Hatched!**



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**Question**

- What strategies are you using to promote preschoolers' background knowledge?



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**Resources**

- Child Care Technical Assistance – Dual Language Learners Resources website  
<https://childcareta.acf.hhs.gov/resource/dual-language-learners-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>
- Gathering and Using Language Information That Families Share  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf>
- 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>
- 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](mailto:ecdtl@ecetta.info) or call (toll-free) 1-844-261-3752





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