Planned Language Approach Big 5:
Focus on Phonological Awareness

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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Introductions

Deborah Mazzeo,
Cultural and Linguistic
Practices Coordinator

Jan Greenberg,
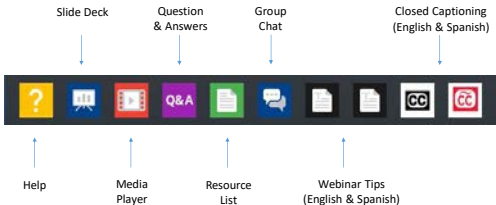Sr. Subject Matter Expert-
Child Development

Karen Nemeth,
Senior Training & Technical
Assistance Specialist - DLL

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Webinar Features

Slide Deck

Question
& Answers

Group
Chat

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(English & Spanish)

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Webinar Tips
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Session Agenda

Here's what we're doing today:

Introduction
Connections to Planned Language Approach and the Big 5, Coordinated Approaches, and ELOF

Understanding the Research
Dual Language Learners and Phonological Awareness

The Developmental Progression
Infant and Toddler→ Preschool

Effective Practices that Support Phonological Awareness

Examples of Effective Phonological Awareness Practices

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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 phonological awareness
- 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 phonological awareness in different early learning settings

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Phonological Awareness Includes...

- Noticing and listening to the meaningful sounds of language
- Playing with sound patterns
- Identifying sounds of words that sound the same
- Manipulating sounds of words, such as blending
- Breaking up sounds, or segmenting

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Coordinated Approaches

Education staff (teachers, home visitors, providers, etc.)

- Support phonological awareness every day, throughout the day as part of the curriculum.
- Assess children's learning of phonological awareness.
- Support families to develop children's phonological awareness.

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)

Infants and Toddlers - Language and Communication Domain

Emergent Literacy

- IT-LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Preschoolers - Literacy Domain

Phonological Awareness

- P-Lit 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

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Understanding the Research and Effective Practices that Support Phonological Awareness

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Understanding the Research

Types of Phonological Awareness in English
- Word Awareness
- Rhyme Awareness
- Syllable Awareness
- Phonemic Awareness

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DLLs and Phonological Awareness

- Different languages have different sound systems.
- Phonological awareness skills developed in one language can transfer to another language, especially if the languages have similar sounds and sound systems.
- In languages where a symbol represents a word or a part of a word, phonological awareness develops differently than in English.
- Engage in real and meaningful conversation about things that are happening or materials you are using together to highlight sounds.

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Poll Question: Can children who are deaf or hard of hearing benefit from phonological awareness instructional practices?

- Yes
- No

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The Developmental Progression and Examples of Phonological Awareness in Early Learning Settings

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Developmental Progression

Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	• Repeats simple familiar rhymes or sings favorite songs. • Retells familiar stories using props.

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How to Support Babies

• Sing songs and nursery rhymes in children's home languages
• Use child-directed speech, or "parentese"
• Respond to babies' needs
• Describe routines and actions
• Use lots of different words
• Describe voices
• Share rhyming books, songbooks, and storybooks

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Video: Twinkle, Twinkle Little Star

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Questions

- What strategies did you see the teacher use? How might these be the same or different if this infant was a dual language learner?

- What did you see the infant doing?

- What did this tell us about what the child knows?

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Developmental Progression

- Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

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How to Support Toddlers…

- Share nursery rhymes, rhyming books, alliterative texts, and songs and chants that play with words
- Use languages you speak fluently with children, and play with sounds
- Create a print-rich environment
- Draw children's attention to print
- Have one-on-one conversations with children daily
- Develop listening skills by asking for children's attention

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More on How to Support Toddlers…

- Point out rhyming words
- Support attentional skills
- Introduce alphabet books and puzzles
- Talk about letters in languages children are learning
- Help children label and describe pictures and objects
- Talk with older toddlers about the names and sounds of meaningful letters

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Video: Elanore's Song

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Developmental Progression

- Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Developmental Progression		Indicators
36 to 48 Months	48 to 60 Months	By 60 Months
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	• Provides one or more words that rhyme with a single given target, such as "What rhymes with log?" • Produces the beginning sound in a spoken word, such as "Dog begins with /d/." • Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"

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How to Support Preschoolers...

- Talk, talk, talk—say lots of different words to help preschoolers build their vocabularies
- Encourage careful listening and attention
- Read rhyming stories and poems and identify the rhymes in them
- Play with interesting words
- Model how to listen to and blend syllables into words
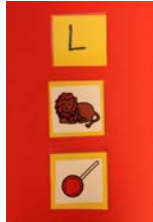- Play games that encourage children to blend units of sound into words

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More on How to Support Preschoolers...

- Combine phonological awareness with alphabet activities
- Read and make up alphabet stories, particularly those that use rhyme and alliteration
- Talk about letters and their sounds as preschoolers play
- Model how to sort words or objects
- Encourage older preschoolers to use invented spelling

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Video: Clapping Words

VIDEO: Clapping Words

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Question

What strategies are you using to promote phonological awareness?

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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

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Tour of PLA's Big 5 on ECLKC

Planned Language Approach (PLA): Big 5 for ALL

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Culturally and Linguistically Responsive Practices (CLRP) on MyPeers

Keep the conversation going...
look for our conversation starters
tomorrow!

Share ideas, questions,
and resources on the
CLRP Community on
MyPeers!

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

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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

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Resources

- Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families
  https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/connecting-research-practice-tips-working-infants-toddlers-their
- 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 (DLLs) Research to Practice Briefs
  https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-dlls-research-practice-briefs-primed-ready-learn
- 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

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