

**Planned Language Approach Big 5:
Focus on Alphabet Knowledge and
Early Writing**

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


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Introductions



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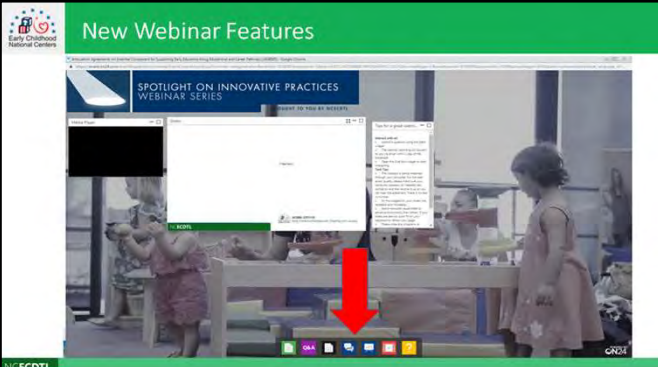
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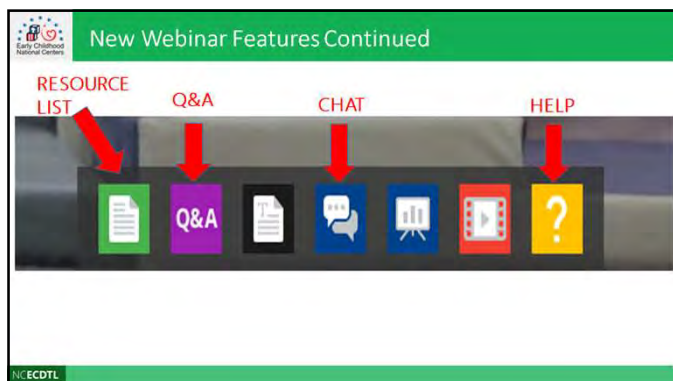
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New Webinar Features



**SPOTLIGHT ON INNOVATIVE PRACTICES
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<h2 style="margin: 0;">Session Agenda</h2> <p style="margin: 10px 0 0 0;">Here's what we're doing today:</p>	<p>Introduction Connections to PLA, Coordinated Approaches, and the Head Start Early Learning Outcomes Framework</p>
	<p>Understanding the Research Language, culture, letters, and early writing</p> <p>The Developmental Progression Infant and Toddler → Preschool Children who are dual language learners</p> <p>Effective Practices that Support Alphabet Knowledge and Early Writing</p> <p>Examples of Alphabet Knowledge and Early Writing in Early Learning Settings</p>

<h2 style="margin: 0;">Session Objectives</h2> <p style="margin: 10px 0 0 0;">At the end of this presentation, you should be able to:</p>	<ul style="list-style-type: none"> • Understand the connections to a Planned Language Approach, Coordinated Approaches, and the Early Learning Outcomes Framework • Explain what the research says about alphabet knowledge and early writing • 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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Alphabet Knowledge and Early Writing Include...

- Communicating through print;
- Understanding that letters are symbols used to read and write in English and other alphabetic languages, while other languages use characters as symbols;
- Understanding that writing is purposeful;
- Recognizing pictures symbols, signs, or words letters; and
- Associating letters with individual sounds.



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Coordinated Approaches

Education staff

- Support alphabet knowledge and early writing every day, throughout the day as part of the curriculum.
- Assess children's learning of the skills.
- Support families to develop children's alphabet knowledge and early writing.

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>

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DLLPA and the Planned Language Approach




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Head Start's Early Learning Outcomes Framework (ELOF)

- IT-LC 11: Child recognizes pictures and some symbols, signs, or words.
- IT-LC 13: Child makes marks and uses them to represent objects or actions.

The screenshot shows the ELOF interface for the 'Infant/Toddler Language and Communication Sub-Domains'. It includes tabs for 'Attending and Understanding', 'Communicating and Speaking', 'Vocabulary', and 'Emergent Literacy'. Under 'Goals for Sub-Domain: Emergent Literacy', the following goals are listed:

- Goal IT-LC 11: Child attends to, recognizes, and uses some pictures, objects, or symbols that relate to single words.
- Goal IT-LC 12: Child handles books and makes marks to show stories or information.
- Goal IT-LC 13: Child recognizes pictures that show symbols, signs, or words.
- Goal IT-LC 14: Child demonstrates emerging letter-sound relationships.
- Goal IT-LC 15: Child makes marks and uses them to represent objects or actions.

Head Start's Early Learning Outcomes Framework (ELOF)

- 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).
- P-LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.
- P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

The screenshot shows the ELOF interface for the 'Preschooler Literacy Sub-Domains'. It includes tabs for 'Phonological Awareness', 'Print and Alphabet Knowledge', 'Comprehension and Vocabulary', and 'Writing'. Under 'Goals for Sub-Domain: Print and Alphabet Knowledge', the following goals are listed:

- Goal 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).
- Goal P-LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

Under 'Goals for Sub-Domain: Writing', the following goal is listed:

- Goal P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

Understanding the Research

- Alphabet knowledge helps children understand letter-sound relationships, which is key to both reading and writing in English and other alphabetic languages.
- Early writing helps children learn about the relationship between print and language.

The photo shows a young child with dark hair, wearing a dark blue shirt, sitting at a table and writing on a piece of paper with a red marker. The child is focused on their work.

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

- English letters and sounds may be new to children who are DLLs.
Languages using alphabet letters versus pictorial characters.
- The concept that print is speech written down transfers across writing systems of different languages.
Dictation helps connect writing and speech.
- Build on children's home languages by noting similarities and differences between languages.
- Learn how language and literacy are used and valued at home and extend it.

Video: Sharing At The Easel



Questions

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

Developmental Progression

- GOAL IT-LC 11. Child recognizes pictures and some symbols, signs, or words.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months:	8 to 18 Months	16 to 36 Months	By 36 Months
Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	<ul style="list-style-type: none"> Points to and names some letters or characters in their names. Recognizes familiar signs on a building or street. Attributes meaning to some symbols, such as a familiar logo or design.

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Poll Question: How can you support babies' alphabet knowledge and early writing?

- A. Encourage them to reach and grasp
- B. Respond to their interests
- C. Offer toys with a variety of textures
- D. All of the above



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More on How to Support Babies...

- Talk or sign to babies as they discover how objects work
- Cuddle and look at books, labeling and describing pictures
- Give older babies writing materials and show them how to use them



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Video: Guided Play Time in Infant Classroom




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Questions

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



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Developmental Progression

- GOAL IT-LC 13. Child makes marks and uses them to represent objects or actions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Emerging	Makes marks on a paper with a large crayon or marker to explore writing materials.	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	<ul style="list-style-type: none"> • Draws pictures using scribbles and talks with others about what they have made. • Draws straight lines or curved lines. • Makes letter-like marks or scribbles on paper.

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How to Support Toddlers...



- Model writing and describe what you're doing and why
- Encourage children to write in meaningful ways

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More on How to Support Toddlers...



- Help children talk about what they're writing and drawing and build on their explanations
- Create safe spaces and places where children can write
- Provide a variety of materials
- Point out written names and letters, noting various languages if these are represented in your group

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Video: Group Socialization



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Questions

- How do you support parents to support the skills?
- What languages are spoken by the children and how does that affect your supports?
- How do you incorporate children' home languages in the print provided?



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Developmental Progression


- GOAL P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<ul style="list-style-type: none"> • Names 18 upper and 15 lower-case letters. • Knows the sounds associated with several letters.

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How to Support Preschoolers...


- Talk or sign about the alphabet, pointing out letters in children's names and other meaningful letters
- Share alphabet songs and books
- Provide children with magnetic letters, alphabet puzzles, and other alphabet games
- Draw children's attention to print in English and their home language



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More on How to Support Preschoolers...

- Help children focus on beginning sounds in words
- Encourage children to write for real and important reasons
- Add writing materials in learning areas and use different materials to make it fun



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Video: Writing Her First Letter



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Question

- What strategies are you using to promote alphabet knowledge and early writing?



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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>
- Teaching at the Beginning
<https://teachatb.org/>

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DUAL LANGUAGE LEARNER CELEBRATION WEEK

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

- Looking out for your DLL Celebration Week Resource Box in the mail
- Joining us daily at 1 PM ET for chats in the Culturally and Linguistically Responsive Practices (CLRP) MyPeers Community
- Attending two webinars
 - DLLPA Education and Child Development Services for DLLs from 2:00-3:30 PM ET on Tuesday 2-19-19
 - Planned Language Approach – Background Knowledge from 3:00 – 4:00 PM ET on Thursday 2-21-19

Create and post via social media using the hashtag #BrilliantDualLanguageLearners, daily topic:

- Tuesday, February 19th**
Spotlight Best Practices and Resources from the Field
- Wednesday, February 20th**
Illuminate Systems and Services for Coordinated Approaches for DLLs
- Thursday, February 21st**
Build Bright Transitions for Children who are DLLs
- Friday, February 22nd**
Focus on Research that Powers Our Work with DLLs




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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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