2017-2018 Teacher Time for Infant/Toddler Teachers—Episode 2 Viewers Guide
Language and Literacy Development for Preschool

Summary:	In the Head Start Early Learning Outcomes Framework (ELOF) introduction to language and literacy, it says, "Communication is fundamental to the human experience and language and literacy are essential to children's learning." That's a powerful statement! We know how important language and literacy development is for all children. Episode 2 digs a little deeper into how you can support preschool children's vocabulary and phonological awareness skills.
Today's Topic	Vocabulary and Phonological Awareness As a teacher, you have an important role to play! You build children's vocabulary by using interesting and novel words as you read books and have conversations with children – and help children learn and use these words to express their thoughts, ideas, and feelings You also support their phonological awareness skills. You help children recognize and distinguish smaller segments of sound and combine and separate sounds. These are important skills for learning to read. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Guest Expert	You think about supporting preschoolers' language and emerging literacy skills. So do other teachers and family child care providers like you. Guest experts, Carrie Germeroth and Dr. Linda Espinosa, offer suggestions for effective practices that support the development of vocabulary and phonological awareness. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Teacher Videos and Chat	You watched videos of teachers using some of the strategies that Dr. Espinosa shared. What strategies stood out for you? NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Supporting Dual Language Learners (DLLs)	Because language and culture are closely related, an important task for preschoolers is to continue learning their home language(s). We asked Dr. Espinosa to share information and strategies for supporting preschoolers who are dual language learners. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Approaches to Learning	Approaches to learning focuses on *how* children learn, rather than *what* they learn. This domain describes the skills and behaviors that children use to learn. This domain also includes initiative, curiosity, and creativity. When using these skills, children learn to do things that are challenging, frustrating, or simply take time to do.
	The consistent, positive relationships you develop with the children in your program and the rich language interactions you have with them help them learn to use language and words to express their curiosity about objects, materials, and people in their environment.
	NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Assessment	Observing and documenting growth in children's vocabulary and phonological awareness development requires *focused observation* and *intentional engagement* with children.
	Watch for how preschoolers show they understand you and others and how they use words to communicate. Also observe how preschoolers demonstrate phonological awareness.
	Use culturally and linguistically responsive approaches to assessment. We want to be sure we understand the whole child – their knowledge and skills in their home language and English
	It is important to have ongoing two-way communication with families about the languages(s) children are hearing, understanding, and using at home. This will help you better assess children's vocabulary and phonological awareness skills.
	NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Questions and Answers with Hosts	Chat question: Share one teaching or ongoing child assessment strategy you will use in the next week.

NOTES: (Write down information and ideas you want to remember and use in your teaching practices.) |
| Wrap Up & Resources | Early Childhood Learning and Knowledge Center (ECLKC) https://eclkc.ohs.acf.hhs.gov/

- 15-minute In-service Suites
  - Novel Words, Birth to Five – https://eclkc.ohs.acf.hhs.gov/video/novel-words-birth-five |

	o Expansions, Birth to Five – https://eclkc.ohs.acf.hhs.gov/video/expansions-birth-five
	• Planned Language Approach
	   o Oral Language and Vocabulary – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-teachers-oral-language-eng.pdf
	   o Phonological Awareness – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-phonological-awareness-eng.pdf
	• Teaching New Words: Embedding Vocabulary Instruction in Storybooks – https://eclkc.ohs.acf.hhs.gov/video/teaching-new-words-embedding-vocabulary-instruction-storybooks
	• Text4Teachers – https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers
	• Culture and Language - https://eclkc.ohs.acf.hhs.gov/culture-language
	• Assessment of Young Dual Language Learners https://eclkc.ohs.acf.hhs.gov/video/assessment-young-dual-language-learners
	
	Head Start Early Learning Outcomes Framework (ELOF)
	https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework
	• There's the ELOF for That (video)
	• ELOF Interactive Framework
	• ELOF2GO Mobile App
	• Effective Practice Guides
	
	MyPeers
	https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community

Head Start Program Performance Standards	Information in this episode reflects the following Head Start Program Performance Standards:
	§1302.31 Teaching and the learning environment
	(b) Effective teaching practices
	  (1) Teaching practices must:
	    (i) Emphasize nurturing and responsive practices, interactions, and environments…
	    (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework…
	    (iii) Integrate child assessment data in individual and group planning; and
	    (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development…
	  (2) For dual language learners, a program must recognize bilingualism and biliteracy as

strengths and implement research-based teaching practices that support their development. These practices must:

(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

§1302.33 Child screenings and assessment
(b) Assessment for individualization

(2) Regularly use information from [standardized and structured assessments, which may be observation-based or direct] along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improved teaching practices in center-based and family child care settings

(c) Characteristics of screening and assessment

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

Subpart F—Additional Services for Children with Disabilities
§1302.60 Full participation in program services and activities
A program must ensure enrolled children with disabilities…receive all applicable program services…and that they fully participate in all program activities.