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

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Introductions
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New Webinar Features
Here's what we’re doing today:

Session Agenda

Introduction
Connections to PLA, Coordinated Approaches, and the Head Start Early Learning Outcomes Framework

Understanding the Research
Language, culture, letters, and early writing

The Developmental Progression
Infant and Toddler→ Preschool
Children who are dual language learners

Effective Practices that Support Alphabet Knowledge and Early Writing

Examples of Alphabet Knowledge and Early Writing in Early Learning Settings

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 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
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.

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.


DLLPA and the Planned Language Approach
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.

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.

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.
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.

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

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
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 13. Child makes marks and uses them to represent objects or actions.
How to Support Toddlers...

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

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

Video: Group Socialization
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’s home languages in the print provided?

Developmental Progression

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

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
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

Video: Writing Her First Letter

Question

- What strategies are you using to promote alphabet knowledge and early writing?
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 virtually at the Culturally and Linguistically Responsive Practices (CLRP) MyPeers Community
- Attending two webinars
  - Dual Language Learners Program Assessment (DLLPA) from 2:00 – 3:30 PM ET, February 21
  - Placed Language Approach – Background Knowledge from 3:00 – 4:00 PM ET, February 21

Join us on social media using the hashtag #BrilliantDualLanguageLearners, daily:

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

Evaluation and Thank You!

For more information, please contact us at ecdf@ecetta.info or call (toll-free) 1-844-261-3752