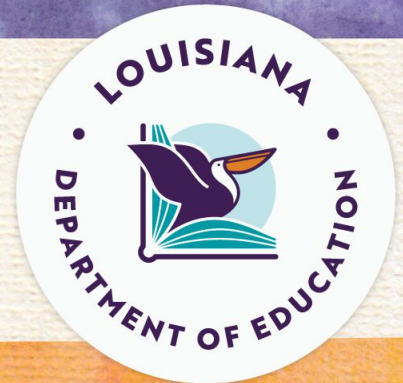




*EARLY CHILDHOOD
CONFERENCE 2024
SHAPING LOUISIANA'S FUTURE*



**Early Childhood Language and
Emergent Literacy Across Louisiana's
Early Childhood Systems**



Agenda



- Session Overview
- Welcome Activity
- Overview of the 3 Critical Areas for Young Children's Literacy Development
- Oral Language Development
- Alphabetic Principle
- Engagement Activity
- Session Conclusion



Session Overview

Session Purpose and Objectives

Purpose: The purpose of this session is to equip early childhood educators with strategies to build language and emergent literacy development, focusing on language concepts, phonological awareness concepts, print concepts, and early writing awareness, through daily interactions with young children.

Objectives: During this session, participants will:

- leave with a clear understanding of developmentally appropriate language and emergent literacy skills for children ages birth through five years old.
- leave with tangible strategies to implement into their daily practices with young children to build language and emergent literacy.
- leave with specific strategies for oral language development and alphabetic principle.



Welcome Activity

Welcome Activity

Emergent Literacy Mix-Pair-Share

- Everyone will “mix” around the room.
- I will call “Pair!”
- You will pair up with one person closest to you.
- I will give you a question and think time.
- When time is up, be ready to share!



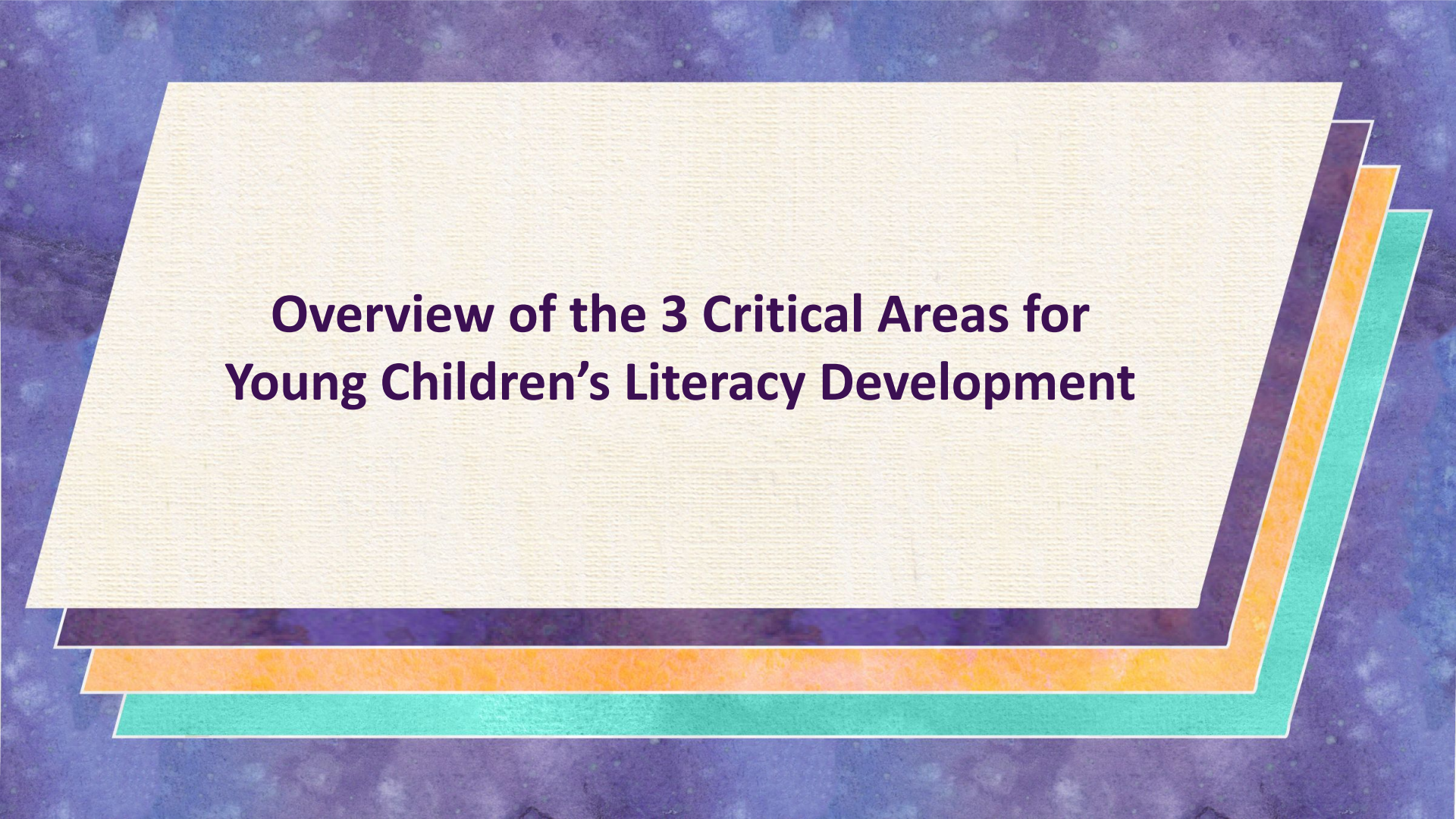
Welcome Activity Question



Consider the following:

- oral language development
- print awareness
- alphabetic principle

Which would you consider to be the most important in emergent literacy instruction and why?



**Overview of the 3 Critical Areas for
Young Children's Literacy Development**

Overview of the 3 Critical Areas for Young Children's Literacy Development

Evidence-Based Practice in Early and Emergent Childhood Literacy:

- To help prepare all young children to be successful in kindergarten and beyond, early childhood settings need strong and coordinated curriculum, assessments, and professional development that advance the quality and continuity of practice across early childhood and early elementary settings.
- The Department emphasizes evidence-based practices that guide curriculum adoption and the evaluation of curriculum effectiveness, with evidence that is grounded in scientifically based research.



Overview of the 3 Critical Areas for Young Children's Literacy Development

Key components of an evidence-based early and emergent literacy program include:

- **Oral Language Development:** includes expressive and receptive communication, vocabulary, and comprehension skills appropriate for child development
- **Alphabetic Principle:** includes phonological awareness skills and knowledge of the alphabet at appropriate intervals for child development
- **Print Awareness:** includes understanding and recognition of environmental print and text features appropriately aligned to child development



Overview of the 3 Critical Areas for Young Children's Literacy Development

- Evidence-based early and emergent literacy programs that have abundant opportunities to interact with **language development skills** from infancy to preschool are more likely to develop skilled and fluent readers.
- Evidence-based early and emergent literacy programs include the understanding that language and literacy is built along a continuum that leads one skill into the next and emphasizes that language is used for communication, letters are represented by sounds, and print conveys messages for meaning.



Oral Language Development



Oral Language Development

Age	Oral Language Development
Infants	Receptive & Expressive Communication
Young Toddlers	Receptive & Expressive Communication
Older Toddlers	Receptive & Expressive Communication Comprehension
Preschoolers (3-year-olds)	Receptive & Expressive Communication Comprehension
Pre-K (4-5 year)	Receptive & Expressive Communication Comprehension

Within Oral Language Development there are three components that outline how language is developed and how that development fosters literacy skills. These components are:

- **Receptive Communication** - how the child understands language
- **Expressive Communication** - how the child uses language to express him/herself
- **Comprehension** - the child is able to understand different elements of written or spoken language

Oral Language Development

Age	What is it?	What does it mean?	What should educators do?
Infants	Receptive & Expressive Communication	?	?
Young Toddlers (9-18 months)	Receptive & Expressive Communication	?	?
Older Toddlers (16-36 months)	Receptive & Expressive Communication Comprehension	?	?
Preschoolers (3-year-olds)	Receptive & Expressive Communication Comprehension	?	?
Pre-K (4-5 years)	Receptive & Expressive Communication Comprehension	?	?

The next slides will lay the groundwork for understanding how oral language development impacts literacy in relation with the ages of a child at the different stages of early childhood development.

Oral Language Development: Infants

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for infants.

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	
Infants	Language Development: <u>Receptive Communication</u>
Recognize more than one tone of voice in adults and respond with body movement and sounds.	
Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	
Respond or show excitement upon hearing familiar words.	
Respond to simple requests accompanied by gestures or tone of voice.	

Oral Language Development: Infants

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for infants.

Standard 2: Communicate with others to express self.	
Infants	Language Development: <u>Expressive Communication</u>
Experiment with making sounds and engage in babbling.	
Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	

Oral Language Development: Infants

Age	What is it?	What does it mean?	What should educators do?
Infants	Receptive Communication	Receptive communication is the process of receiving, attending to, and understanding verbal and nonverbal communication and language from others.	Receptive communication activities for infants include: <ul style="list-style-type: none"> • Babies listen to books and stories being read to them or through audiobooks. • Educators talk to babies while diapering, feeding, and during play times. • Educators use gestures and facial expressions when speaking and playing with babies. • Educators use repetition with words or sounds so babies can show excitement or respond upon hearing familiar words.
	Expressive Communication	Communicating with others to express oneself.	Activities that help infants show expressive communication include: <ul style="list-style-type: none"> • Educators talk to babies to encourage babbling, expression making, and noise making. • Educators provide visuals or repetitive language that encourages expressions of wants, interests, and needs through vocalization and facial expressions.

Oral Language Development: Young Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for young toddlers (9-18 months).

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	
Young Toddlers (9-18 months)	Language Development: <u>Receptive Communication</u>
	Respond to facial expressions, tone of voice, and some words that communicate basic emotions.
	Respond to speech and other communication directed at them.
	Respond appropriately to familiar words, signs, and/or songs.
	Follow simple directions, especially if accompanied by gestures.

Oral Language Development: Young Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for young toddlers (9-18 months).

Standard 2: Communicate with others to express self.	
Young Toddlers (9-18 months)	Language Development: <u>Expressive Communication</u>
Communicate through word-like sounds, some words, and some simple phrases.	
Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	
Respond to simple statements and questions about pictures, people, and things that are present.	
Use some pronouns.	

Oral Language Development: Young Toddlers (9-18 months)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Young Toddlers	Receptive Communication	Receptive communication is the process of receiving, attending to, and understanding verbal and nonverbal communication and language from others.	Receptive communication is not based on language output.	Receptive communication activities for young toddlers include: <ul style="list-style-type: none"> • Young toddlers listen to books and stories being read to them or through audiobooks. • Educators talk to young toddlers during potty time, mealtime and during play times. • Educators give young toddlers a direction to follow. • Educators use repetition with words or sounds so young toddlers can respond upon hearing familiar words.
	Expressive Communication	Communicating with others to express oneself.	Expressive communication is not based on input.	Activities that help young toddlers show expressive communication include: <ul style="list-style-type: none"> • Educators read out loud with young toddlers. • Educators use open-ended questions for young toddlers to answer. • Educators provide visuals or repetitive language that encourages expressions of wants, interests, and needs through vocalization and facial expressions.

Oral Language Development: Older Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for older toddlers (16-36 months).

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	
Older Toddlers (16-36 months)	Language Development: <u>Receptive Communication</u>
	Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.
	Respond to simple statements, questions, and other communication.
	Demonstrate understanding of descriptive words through conversations and actions.

Oral Language Development: Older Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for older toddlers (16-36 months).

Standard 2: Communicate with others to express self.	
Older Toddlers (16-36 months)	Language Development: <u>Expressive Communication</u>
Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store").	
Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	
Answer and ask simple questions about things and activities at the time they are happening.	

Oral Language Development: Older Toddlers (16-36 months)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Older Toddlers	Receptive Communication	Receptive communication is the process of receiving, attending to, and understanding verbal and nonverbal communication and language from others.	Receptive communication is not based on language output.	Receptive communication activities for older toddler include: <ul style="list-style-type: none"> • Educators read stories with a beginning, middle and end. • Play games such as; Simon Says or Name this Object • Educators and older toddlers Sing Songs • Educators use toys or puppets to tell stories.
	Expressive Communication	Communicating with others to express oneself.	Expressive communication is not based on input.	Activities that help older toddler show expressive communication include: <ul style="list-style-type: none"> • Older toddlers sing Songs such as; “ If You’re Happy and You Know it”. • Educators and young toddlers engage in short conversations about books read aloud. • Educators give young toddlers the opportunity to draw a picture/pictures to express him/herself.

Oral Language Development: Older Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for older toddlers (16-36 months).

Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.	
Older Toddlers (16-36 months)	Comprehension
	Recite some words of a familiar book when read to, especially from books with repeating text.
	Ask or answer simple questions about a familiar story or book, including informational text.
	Recognize when a story or book describes something that is similar to their own experiences.

Oral Language Development: Older Toddlers (16-36 months)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Older Toddlers	Comprehension	Comprehension is the ability to understand what is being read.	Comprehension is not based on teaching a child to read.	Comprehension activities for older toddlers include: <ul style="list-style-type: none">• Older Toddlers listen to books while looking at the pictures.• Educators create an age appropriate matching game.• Educators engage children in books with repeating text and text patterns.• Educators read the same books and sing the same songs; older toddlers learn from repetition. Repeat, Repeat, Repeat!

Oral Language Development: Preschoolers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for preschoolers (3-year-olds).

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	
Preschoolers (3-year-olds)	Language Development: <u>Receptive Communication</u>
Respond to statements, questions, and other communication.	
Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.	
Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g., wash and dry hands using a visual of the hand-washing sequence).	

Oral Language Development: Preschoolers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for preschoolers (3-year-olds).

Standard 2: Communicate with others to express self.	
Preschoolers (3-year-olds)	Language Development: <u>Expressive Communication</u>
Communicate using simple sentences.	
Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	
Answer and ask questions about a variety of familiar topics, activities, and/or concepts	
Express emotions, talk about position and direction, and describe actions using a variety of words.	

Oral Language Development: Preschoolers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for preschoolers (3-year-olds).

Standard 2: Communicate with others to express self.	
Preschoolers (3-year-olds)	Language Development: Expressive Communication
Describe the use of familiar objects, including objects that belong in the same category based on how they are used.	
Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	

Oral Language Development: Preschoolers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for preschoolers (3-year-olds).

Standard 2: Communicate with others to express self.	
Preschoolers (3-year-olds)	Language Development: <u>Expressive Communication</u>
Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.	
Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	

Oral Language Development: Preschoolers (3-year-olds)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Preschoolers	Receptive Communication	Receptive communication is the process of receiving, attending to, and understanding verbal and nonverbal communication and language from others.	Receptive communication is not based on language output.	Receptive communication activities for Preschoolers include: <ul style="list-style-type: none"> • Educators and preschoolers “Name This Object” or Simon Says • Educators read picture books. • Educators and preschoolers sing songs. • Educators ask open-ended questions
	Expressive Communication	Communicating with others to express oneself.	Expressive communication is not based on input.	Activities that help Preschoolers show expressive communication include: <ul style="list-style-type: none"> • Educators role play during dress up. • Educators sing simple nursery rhymes to introduce new words focusing on memory and language skills. • Preschoolers play the game, “I Spy”. • Educators model everyday writing and talk about what is being written with why.

Oral Language Development: Preschoolers (3-year-olds)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Preschoolers	Comprehension	Comprehension is the ability to understand what is being read.	Comprehension is not based on teaching a child to read.	Comprehension activities for Preschoolers include: <ul style="list-style-type: none">• Educators use plenty of rich vocabulary words.• Educators engage preschoolers in back and forth conversations to see how well they understand.• Repetition is used daily by educators, providing some of the same activities and routines for preschoolers to follow.• Educators allow preschoolers to put a simple puzzle together which shows how well they understand.

Oral Language Development: Pre-K Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for Pre-K (4-5 years).

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	
Pre-K (4-5 years)	Language Development: <u>Receptive Communication</u>
Respond to complex statements, questions, and other communication that include multiple phrases and ideas.	
Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites.	
Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.	
Follow detailed directions that involve multiple steps (e.g., "Get the sponge, dampen it with water, and clean your table top.").	

Oral Language Development: Pre-K Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Language Development: Receptive Communication for Pre-K (4-5 years).

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

**Pre-K
(4-5 years)**

Language Development: Receptive Communication

Follow detailed directions that involve multiple steps (e.g., "Get the sponge, dampen it with water, and clean your table top.").

Oral Language Development: Pre-K Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for Pre-K (4-5 years).

Standard 2: Communicate with others to express self.	
Pre-K (4-5 years)	Language Development: Expressive Communication
Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.	
Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.	
Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.	

Oral Language Development: Pre-K Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 2 under Language Development: Expressive Communication for Pre-K (4-5 years).

Standard 2: Communicate with others to express self.	
Pre-K (4-5 years)	Language Development: Expressive Communication
Use several words that explain the same idea (i.e., synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.	
Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.	
Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives, and regular and irregular past tense verbs, most of the time.	

Oral Language Development: Pre-K (4-5 years)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Pre-K	Receptive Communication	Receptive communication is the process of receiving, attending to, and understanding verbal and nonverbal communication and language from others.	Receptive communication is not based on language output.	Receptive communication activities for Pre-K include: <ul style="list-style-type: none"> • Educators read picture books and point to objects asking Pre-K students to recite what they see. • Educators play games that allow Pre-K students to follow directions. • Educators provide worksheets focusing on following directions, using memory, and paying attention. • Educators use oral and written directions to help Pre-K students develop great receptive communication skills.
	Expressive Communication	Communicating with others to express oneself.	Expressive communication is not based on input.	Activities that help Pre-K show expressive communication include: <ul style="list-style-type: none"> • Educators read books with Pre-K students and ask open-ended questions. • Educators facilitate pretend play and ask questions like, “What should happen next?” or “Where should we go? Who should come with us?” • Educators provide playdough to allow creativity. Allow Pre-K students to express what they want to create or want to build.

Oral Language Development: Pre-K (4-5 years)

Age	What is it?	What does it mean?	What does it NOT mean?	What should educators do?
Pre-K	Comprehension	Comprehension is the ability to understand what is being read.	Comprehension is not based on teaching a young toddler to read.	Comprehension activities for Pre-K include: <ul style="list-style-type: none">• Educators use plenty of rich vocabulary words.• Educators engage in back and forth conversations to see how well the child understands.• Repetition is used daily by Educators, providing some of the same activities and routines for Pre-K students to follow..• Educators allow Pre-K students to put a simple puzzle together, displaying understanding.

Alphabetic Principle



Alphabetic Principle

Age	Alphabetic Principle
Infants	
Young Toddlers	Phonological Awareness
Older Toddlers	Phonological Awareness
Preschoolers (3-year-olds)	Phonological Awareness Alphabet Awareness
Pre-K (4-5 years)	Phonological Awareness Alphabet Awareness

The Alphabetic Principle includes two key components to understand the connection of letters with their sounds to read and write.

These components are:

- **Phonological Awareness-** the child understands how to translate letters and sequences of letters in words to the sounds that they make
- **Alphabet Awareness-** the child understands that words are made up of letters representing the sound of speech

Alphabetic Principle

Age	What is it?	What does it mean?	What should educators do?
Infants			
Young Toddlers (9-18 months)	Phonological Awareness	?	?
Older Toddlers (16-36 months)	Phonological Awareness	?	?
Preschoolers (3-year-olds)	Phonological Awareness Alphabet Awareness	?	?
Pre-K (4-5 years)	Phonological Awareness Alphabet Awareness	?	?

The next slides will lay the groundwork for understanding how the alphabetic principle impacts literacy in relation with the ages of a child at the different stages of early childhood development.

Alphabetic Principle: Young Toddlers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for young toddlers (9-18 months).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Young Toddlers (9-18 months)	Early Literacy: <u>Phonological Awareness</u>
Demonstrate interest in familiar rhymes and songs.	

Alphabetic Principle: Young Toddlers (9-18 months)

Age	What is it?	What does it mean?	What should educators do?
Young Toddlers	Phonological Awareness	The ability to recognize and manipulate the spoken parts of words, including syllables, onset-rime, and phonemes.	Phonological awareness activities for young toddlers include: <ul style="list-style-type: none">• Educators sing and act out a simple nursery rhyme to young toddlers.• Young toddlers moves hands and body while listening to familiar rhymes and songs.

Alphabetic Principle: Older Toddlers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for older toddlers (16-36 months).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Older Toddlers (16-36 months)	Early Literacy: <u>Phonological Awareness</u>
Sing songs and say or repeat familiar rhymes.	
Sing songs with multiple words that start with the same initial sound.	

Alphabetic Principle: Older Toddlers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 3 under Early Literacy: Alphabet Awareness for older toddlers (16-36 months).

Standard 3: Children recognize and identify letters and make letter-sound connections.	
Older Toddlers (16-36 months)	Early Literacy: <u>Alphabet Awareness</u>
Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	

Alphabetic Principle: Older Toddlers (16-36 months)

Age	What is it?	What does it mean?	What should educators do?
Older Toddlers	Phonological Awareness	The ability to recognize and manipulate the spoken parts of words, including syllables, onset-rime, and phonemes.	Phonological awareness activities for older toddlers include: <ul style="list-style-type: none">• Older toddlers sing familiar nursery rhymes.• Educators sing songs that have repetitive initial sounds (onset).• Educators uses repetition of phrases in nursery rhymes.• Older toddlers repeat phrases in nursery rhymes.
	Alphabet Awareness	To have knowledge of letters of the alphabet and to understand that words are made up of letters that represent the sounds of speech.	Alphabet awareness activities for older toddlers include: <ul style="list-style-type: none">• Caregiver introduces letter blocks, magnets, and puzzles.• Older toddlers sort letters and shapes• Caregiver distinguishes between words and pictures when reading books aloud.• Older toddlers point to words in picture books.

Alphabetic Principle: Preschoolers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for preschoolers (3-year-olds).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Preschoolers (3-year-olds)	Early Literacy: <u>Phonological Awareness</u>
Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	
Shows awareness that some words start with the same initial sound.	
Segment spoken sentences into individual words with guidance and support.	

Alphabetic Principle: Preschoolers Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for preschoolers (3-year-olds).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Preschoolers (3-year-olds)	Early Literacy: <u>Phonological Awareness</u>
Identify syllables in spoken words with guidance and support.	
Blend a sequence of spoken syllables to produce words with guidance and support.	

Alphabetic Principle: Preschoolers (3-year-olds)

Age	What is it?	What does it mean?	What should educators do?
Preschoolers	Phonological Awareness	The ability to recognize and manipulate the spoken parts of words, including syllables, onset-rime, and phonemes.	Phonological awareness activities for preschoolers include: <ul style="list-style-type: none"> • Educators sing rhyming songs while using hands and finger movements patterns. • Preschoolers mimic hand and finger movements in rhyming songs. • Preschoolers identify and sort objects with the same initial sounds using alphabet sounds teaching tubs. . • Educators model saying and clapping two-and three syllable words. • Educators claps each syllable in words spoken by educators.
	Alphabet Awareness	To have knowledge of letters of the alphabet and to understand that words are made up of letters that represent the sounds of speech.	Alphabet awareness activities for preschoolers include: <ul style="list-style-type: none"> • Educators spell preschooler’s names with magnetic letters or letter cards. • Preschoolers receive magnetic letters of their name and identify one or more of the letters in their name. • Educators pull a letter magnet or card and asks preschooler to identify the letter and the sound that it makes while modeling the sound.

Alphabetic Principle: Pre-K (4-5 years)

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for Pre-K (4-5 years).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Pre-K (4-5 years)	Early Literacy: <u>Phonological Awareness</u>
	Identify and produce rhyming words.
	Identify the initial sound in a spoken word with guidance and support.
	Segment spoken sentences into individual words.

Alphabetic Principle: Pre-K (4-5 years)

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for Pre-K (4-5 years).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Pre-K (4-5 years)	Early Literacy: <u>Phonological Awareness</u>
Identify syllables in spoken words.	
Blend a sequence of spoken syllables to produce words.	
Blend onsets and rimes of single syllable spoken words with guidance and support.	

Alphabetic Principle: Pre-K (4-5 years)

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for Pre-K (4-5 years).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Pre-K (4-5 years)	Early Literacy: <u>Phonological Awareness</u>
	Identify and produce rhyming words.
	Identify the initial sound in a spoken word with guidance and support.
	Segment spoken sentences into individual words.

Alphabetic Principle: Pre-K (4-5 years)

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 1 under Early Literacy: Phonological Awareness for Pre-K (4-5 years).

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	
Pre-K (4-5 years)	Early Literacy: <u>Phonological Awareness</u>
	Identify syllables in spoken words.
	Blend a sequence of spoken syllables to produce words.
	Blend onsets and rimes of single syllable spoken words with guidance and support.

Alphabetic Principle: Pre-K (4-5 years)

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 3 under Early Literacy: Alphabet Awareness for Pre-K (4-5 years).

Standard 3: Children recognize and identify letters and make letter-sound connections.	
Pre-K (4-5 years)	Early Literacy: <u>Alphabet Awareness</u>
Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.	
Identify or produce the sound of many recognized letters.	
Recognize their own name and some common words in print.	

Alphabetic Principle: Pre-K (4-5 years)

Age	What is it?	What does it mean?	What should educators do?
Pre-K	<p>Phonological Awareness</p>	<p>The ability to recognize and manipulate the spoken parts of words, including syllables, onset-rime, and phonemes.</p>	<p>Phonological awareness activities for Pre-K include:</p> <ul style="list-style-type: none"> • Caregivers review and start simple riddles or poems, pausing to let Pre-K students fill in the rhyming word, • Pre-K students jump, tap, or clap for each word heard while repeating a spoken short sentence and identifies the number of words heard. • Pre-K students identify the odd object placed in alphabet sounds teaching tubs that does not have the same initial sound as the rest of the objects in the tub. • Pre-K students put together onset and rhyme picture puzzles and blend the created words with support from caregivers.
	<p>Alphabet Awareness</p>	<p>To have knowledge of letters of the alphabet and to understand that words are made up of letters that represent the sounds of speech.</p>	<p>Alphabet awareness activities for Pre-K include:</p> <ul style="list-style-type: none"> • Provide alphabet rods to each student in center activities. Pre-K students identify each letter and its sound as they take apart and as they put the rods back together. • Provide a print rich environment in the classroom with students' names labeled on all personal items and common word walls.

Alphabetic Principle: Preschoolers

Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 3 under Early Literacy: Alphabet Awareness for Preschoolers (3-year-olds).

Standard 3: Children recognize and identify letters and make letter-sound connections.	
Preschoolers (3-year-olds)	Early Literacy: Alphabet Awareness
Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	
Identify the sound for a few recognized letters.	

Alphabetic Principle: Pre-K (4-5 years) Early Learning and Development Standards (ELDS)

Let's take a look at the ELDS indicators for Standard 3 under Early Literacy: Alphabet Awareness for Pre-K (4-5 years).

Standard 3: Children recognize and identify letters and make letter-sound connections.	
Pre-K (4-5 years)	Early Literacy: <u>Alphabet Awareness</u>
	Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.
	Identify or produce the sound of many recognized letters.
	Recognize their own name and some common words in print.

Alphabetic Principle: Pre-K (4-5 years)

Age	What is it?	What does it mean?	What should educators do?
Pre-K	<p>Phonological Awareness</p>	<p>The ability to recognize and manipulate the spoken parts of words, including syllables, onset-rime, and phonemes.</p>	<p>Phonological awareness activities for Pre-K include:</p> <ul style="list-style-type: none"> • Educators review and start simple riddles or poems, pausing to let Pre-K students fill in the rhyming word. • Pre-K students jump, tap, or clap for each word heard while repeating a spoken short sentence and identifies the number of words heard. • Pre-K students identify the odd object placed in alphabet sounds teaching tubs that does not have the same initial sound as the rest of the objects in the tub. • Pre-K students put together onset and rhyme picture puzzles and blend the created words with support from educators.
	<p>Alphabet Awareness</p>	<p>To have knowledge of letters of the alphabet and to understand that words are made up of letters that represent the sounds of speech.</p>	<p>Alphabet awareness activities for Pre-K include:</p> <ul style="list-style-type: none"> • Provide alphabet rods to each student in center activities. Pre-K students identify each letter and its sound as they take apart and as they put the rods back together. • Provide a print rich environment in the classroom with students' names labeled on all personal items and common word walls.



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Activity



Turn and Talk

1. **Turn** to your neighbor around you that you don't know and introduce yourself.
2. **Brainstorm** engaging activities that address the 2 of the 3 critical areas for young children's literacy development:
 - a. Oral Language Development
 - b. Alphabetic Principle
3. **Share** ideas to implement in classrooms with each other and be ready to share with the group!





Session Conclusion



Welcome Activity

Closing

Today we discussed the 2 of the 3 critical areas for young children's literacy development.

During this session you:

- Gained tangible strategies to implement into daily practices that foster language and emergent literacy development for children ages birth through five years old.
- Strengthened skills needed to enhance language and emergent literacy development in children.

Next steps:

- Utilize ELDS to build children's language and emergent literacy skills through daily early learning practice.
- Strategize and plan language and emergent literacy development activities in alignment with ages and stages of development.



Questions, Comments, Feedback?

Any questions, comments, or feedback?

Thank you for your participation!

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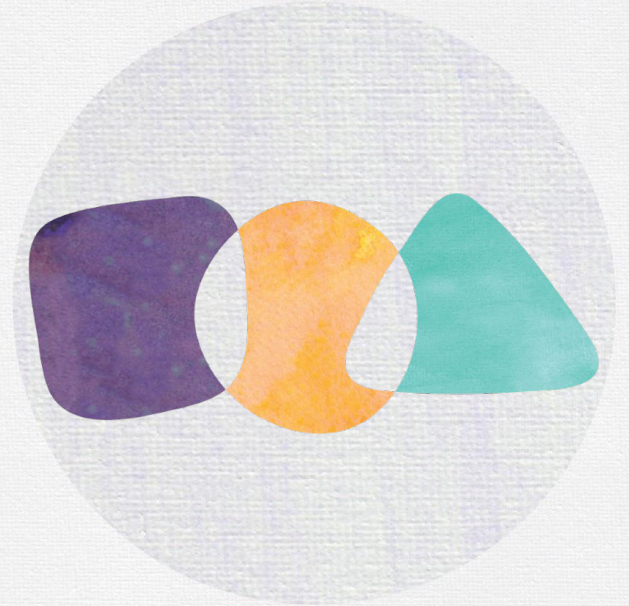
EARLY CHILDHOOD
CONFERENCE 2024
SHAPING LOUISIANA'S FUTURE



LOUISIANA DEPARTMENT OF
EDUCATION

Session Summary

- This session will provide early childhood educators with strategies to build children's language and emergent literacy skills through daily early learning practice and equip early childhood educators with the skills needed to enhance language and emergent literacy development in children.
- Topics covered will focus on language concepts, phonological awareness related to language and emergent literacy, and print awareness. Participants will learn tangible strategies to implement into daily practices that foster language and emergent literacy development for children ages birth through five years old.



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