

## Module 2A: Session Handouts

### *Providing Engaged Support for Learning: Focus on Toddler Language and Emerging Literacy*

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*Louisiana’s Birth to Five Early Learning and Development Standards can also be found at the following link:  
[louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf?sfvrsn=c8a3881f\\_6](http://louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf?sfvrsn=c8a3881f_6)*

# Pre- and Post-Assessment

Module 2A: *Providing Engaged Support for Learning*

Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_ Participant's Name: \_\_\_\_\_

Job Title:    Teacher                      Assistant Teacher                      Director                      Other: \_\_\_\_\_  
(circle one)

Ages you work with:    infants                      toddler: ones                      toddler: twos                      preschool                      pre-k  
(circle all that apply)    6 weeks to 12 months                      13 to 23 months                      24 to 35 months                      3 to 4 years                      4 to 5 years

**Instructions:** Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
What constitutes early literacy learning for toddlers												
Establishing an environment that offers emotional and behavioral support as toddlers engage in literacy interactions												
Facilitating classroom activities and interactions to expand toddlers' thinking and active engagement												
Embedding feedback opportunities into instructional activities and interactions with children to scaffold their learning, provide information, and offer encouragement and affirmation of children's responses												
Modeling language in ways that support children's language use and encourage their use of more advanced language												

# Language and Literacy: Louisiana's Birth to Five Early Learning and Development Standards

SUBDOMAIN: SPEAKING AND LISTENING					
Standard LL 1: Comprehend or understand and use language.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show interest in adult speech. (0.1)</li> <li>Look in the direction of sound. (0.2)</li> <li>Recognize words for familiar items such as "cup" or "bottle". (0.3)</li> <li>Engage in turn-taking. (0.4)</li> <li>Coo when spoken to. (0.5)</li> <li>Smile in response to social stimulation. (0.6)</li> <li>Know own name by responding when name is spoken. (0.7)</li> <li>Respond to the sound of language and the steady rhythm of words. (0.8)</li> <li>Get attention or express needs through sound, facial expressions, and movements. (0.9)</li> <li>Imitate different sounds. (0.10)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Attend to adult language. (1.1)</li> <li>Respond to adult's facial expressions (e.g., stops throwing blocks after a stern look from adult). (1.2)</li> <li>Identify familiar people or objects when asked. (1.3)</li> <li>Follow simple commands (e.g., "Come here"). (1.4)</li> <li>Use facial expression to show excitement or distress. (1.5)</li> <li>Use gestures and words to communicate needs. (1.6)</li> <li>Repeat familiar words. (1.7)</li> <li>Respond to simple rhymes and fingerplays. (1.8)</li> <li>Use hand gestures to show recognition of a song. (1.9)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify some body parts when asked. (2.1)</li> <li>Understand simple questions such as, "Where is your blanket?" (2.2)</li> <li>Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</li> <li>Use short phrases combined with gestures and intonation to communicate. (2.4)</li> <li>Ask "what's that?" questions repeatedly. (2.5)</li> <li>Engage in short conversations with others. (2.6)</li> <li>Understand a pause in the conversation is a signal to take a turn. (2.7)</li> <li>Share experiences using simple 2–3 word combinations. (2.8)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Follow two-step directions. (3.1)</li> <li>Demonstrate understanding of simple questions and requests. (3.2)</li> <li>Answer some simple "who", "what" and "where" questions. (3.3)</li> <li>Listen and respond attentively to simple conversations. (3.4)</li> <li>Use phrases and/or simple sentences and questions. (3.5)</li> <li>Ask "why" questions. (3.6)</li> <li>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</li> <li>Use phrases and/or simple sentences that convey a complete thought, "Tommy ate the cookie," that is easily understood by family and most people outside the home. (3.8)</li> </ul>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</li> <li>Listen and respond attentively to conversations. (4.2)</li> <li>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</li> <li>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</li> <li>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</li> </ul>	<p><b>Speaking and Listening (SL):</b></p> <p><b>SL 1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>SL 2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about the details and requesting clarification if something is not understood.</p>

SUBDOMAIN: SPEAKING AND LISTENING					
Standard LL 1: Comprehend or understand and use language.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
	<ul style="list-style-type: none"> <li>Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)</li> </ul>	<ul style="list-style-type: none"> <li>Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</li> <li>Imitate words and actions to simple rhymes and fingerplays. (2.10)</li> <li>Combine two to three words to make phrases, simple sentences or to ask questions, such as "Where Mommy?" (2.11)</li> <li>Is easily understood by family and familiar adults. (2.12)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions that may incorporate expanding vocabulary. (3.9).</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</li> </ul>	<p><b>Language (L)</b></p> <p><b>L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>

SUBDOMAIN: LANGUAGE					
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</li> <li>Recognize names of familiar people and objects. (0.2)</li> <li>Use gestures and sounds to communicate needs. (0.3)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate positional words with body movement or through gestures. (1.1)</li> <li>Use words such as "mama" and "dada". (1.2)</li> <li>Attempt to say new word offered by an adult (e.g., "That is a bird, can you say bird?"). (1.3)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, respond to opposite words during games and activities. (2.1)</li> <li>Sing and act out motions using a variety of positional words. (2.2)</li> <li>Talk about the actions of others. (2.3)</li> <li>Use pronouns "me", "you", and "I". (2.4)</li> <li>Use name of self and of other people. (2.5)</li> <li>Name some objects or people in books. (2.6)</li> <li>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</li> <li>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</li> </ul>	<p><b>LL 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</li> <li>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</li> </ul>	<p><b>Language (L)</b></p> <p><b>L 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

SUBDOMAIN: READING; LITERATURE AND INFORMATION IN PRINT					
Standard LL 3: Develop an interest in books and their characteristics.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Manipulate books by holding, chewing, banging, etc. (0.1)</li> <li>Look at picture books with interest, sometimes pointing at objects. (0.2)</li> <li>Engage in joint attention to books, language, music and sounds. (0.3)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Look at books independently and with an adult. (1.1)</li> <li>Select a book to look at and/or take it to an adult to read. (1.2)</li> <li>Attends to picture books on own and with an adult for sustained periods of time. (1.3)</li> <li>Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)</li> <li>Rotate book to get picture right side up. (2.2)</li> <li>Hold a book and looks at one page at a time. (2.3)</li> <li>Pretends to read. (2.4)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Find a specific book by looking at the cover. (3.1)</li> <li>Identify the front cover of a book. (3.2)</li> <li>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</li> <li>Imitate teacher reading a story. (3.4)</li> <li>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</li> <li>Shows an interest in illustrations. (3.6)</li> </ul>	<p><b>LL 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</li> <li>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</li> </ul>	<p><b>Reading Standards for Literature (RL)</b></p> <p><b>RL 6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Reading Standards for Informational Text (RI)</b></p> <p><b>RI 5:</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI 6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT					
Standard LL 4: Comprehend stories and information from books and other print materials.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Engage in brief moments of joint attention to books, language and sounds. (0.1)</li> <li>Respond and attend to stories that have been read previously. (0.2)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</li> <li>Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</li> <li>Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds). (1.3)</li> <li>With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</li> <li>Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Answer simple questions about pictures that go with print read aloud. (2.1)</li> <li>Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</li> <li>Make up stories while turning pages of book. (2.3)</li> <li>Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)</li> <li>With prompting and support, name or identify 1–2 character(s) from a story and or 1–2 pieces of information remembered from and informational text read aloud. (2.5)</li> <li>Is attentive when an adult explains a new word or introduces a new concept. (2.6)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Answer simple questions about print that has been read aloud several times. (3.1)</li> <li>Retell a simple story with pictures or other props to use as prompts. (3.2)</li> <li>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</li> <li>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</li> <li>Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</li> <li>Use pictures and illustrations of a text to tell a story. (3.6)</li> </ul>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, ask and answer questions about print that is read aloud. (4.1)</li> <li>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</li> <li>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</li> <li>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</li> <li>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</li> </ul>	<p><b>Reading Standards for Literature (RL):</b></p> <p><b>RL 1:</b> With prompting and support, ask and answer questions about the key details in a text.</p> <p><b>RL 2:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL 3:</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL 4:</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL 5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL 7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>

SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT					
Standard LL 4: Comprehend stories and information from books and other print materials.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
		<ul style="list-style-type: none"> <li>Point to the picture on a page and ask, "What's that?" (2.7)</li> <li>Look at a picture or illustration and describe what is happening (e.g., "Boy running"). (2.8)</li> <li>With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</li> <li>Demonstrate understanding of what will happen next in familiar stories. (3.8)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that texts can be stories (make-believe) or real (give information). (4.6)</li> <li>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</li> <li>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</li> <li>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</li> </ul>	<p><b>RL 9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL 10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading Standards for Informational Text (RI):</b></p> <p><b>RI 4:</b> With prompting and support, ask and answer questions about unknown works in a text.</p> <p><b>Language (L):</b></p> <p><b>L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>

SUBDOMAIN: READING; FOUNDATIONAL SKILLS					
Standard LL 5: Demonstrate understanding of the organization and basic features of print.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)</li> <li>Respond or show excitement when hear own name. (0.2)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Point to pictures and words in book. (1.1)</li> <li>Recognize and respond to own name. (1.2)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Rotate book to get picture right side up. (2.1)</li> <li>Look at one page at a time. (2.2)</li> <li>Recognize a word with the first letter of a child's name in it as being connected to the child's name (e.g., pointing to a word with the first letter of a child's name in it and the child says, "That's my name."). (2.3)</li> <li>Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the "Golden Arches"). (2.4)</li> <li>Associate symbols or pictures with objects or places in the environment. (2.5)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</li> <li>Identify name on personal property. (3.2)</li> <li>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</li> <li>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</li> <li>Identify some letters in own name. (3.5)</li> </ul>	<p><b>LL 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</li> <li>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</li> <li>With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)</li> <li>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</li> <li>Name at least 26 of the 52 upper- and/or lower-case letters of the alphabet. (4.5)</li> </ul>	<p><b>Reading: Foundational Skills (RF)</b></p> <p><b>RF 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page to page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by space in print.</p> <p>d. Recognize and name all upper- and lower-case letters of the alphabet.</p>

SUBDOMAIN: READING; FOUNDATIONAL SKILLS					
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Coo and babble to self and others. (0.1)</li> <li>Imitate sounds made by caregiver. (0.2)</li> <li>Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)</li> <li>Show recognition of familiar voices, names and environmental sounds. (0.4)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)</li> <li>Imitate inflection. (1.2)</li> <li>Communicate using sounds, words and/or gestures. (1.3)</li> <li>Copy some motions of adults during finger-plays. (1.4)</li> <li>Participate in sound and word play. (1.5)</li> <li>Say first word. (1.6)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Participate in group rhymes and songs using words. (2.1)</li> <li>Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</li> <li>Participate in word play games and repeat sounds made by adults. (2.3)</li> <li>Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</li> <li>Repeat familiar words. (2.5)</li> <li>Use words combined with gestures and intonations to communicate. (2.6)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</li> <li>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</li> <li>With prompting and support, show an awareness of beginning sounds in words. (3.3)</li> <li>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</li> <li>Engage in word play activities in songs and rhymes. (3.5)</li> </ul>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, recognize and produce rhyming words. (4.1)</li> <li>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</li> <li>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</li> <li>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</li> </ul>	<p><b>Reading: Foundational Skills (RF)</b></p> <p><b>RF 2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables.</p> <p>c. Blend and segment onsets and rimes of single-syllable words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add and substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>

SUBDOMAIN: WRITING					
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.					
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)	Kindergarten ELA Common Core Standards Alignment
<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Tightly grasp objects when placed in hands. (0.1)</li> <li>• Release object purposefully. (0.2)</li> <li>• Use pincer grasp to pick up small objects. (0.3)</li> <li>• Preference for using right or left hand is emerging. (0.4)</li> <li>• Transfer objects from hand to hand. (0.5)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Dot or scribble with crayons, may progress to vertical lines. (1.1)</li> <li>• Holds marker or crayon with the fist. (1.2)</li> <li>• Scribble or make random marks on paper. (1.3)</li> <li>• Scribble, as if writing. (1.4)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</li> <li>• Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</li> <li>• Scribble with intent to represent something observed and/or convey a message. (2.3)</li> <li>• Show interest in using writing for a purpose. (2.4)</li> <li>• Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</li> <li>• Recognize difference between picture and print. (2.6)</li> <li>• Explore interactive toys that are models of digital tools such as computers. (2.7)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools, materials, and surfaces. (3.1)</li> <li>• Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</li> <li>• Engage in tactile experiences creating letters and other forms. (3.3)</li> <li>• Imitate marks made by adult or older child (approximations). (3.4)</li> <li>• Describe picture and/or dictate story to caretaker. (3.5)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)</li> </ul>	<p><b>LL 7 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</li> <li>• Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</li> <li>• With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</li> </ul>	<p><b>Writing (W)</b></p> <p><b>W 1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>W 2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W 3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W 6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

## Quality of Feedback Practice

For teacher teacher/child interaction based on this page of a simple picture book, write how you might respond to meet each CLASS® Quality of Feedback indicator.



### Scaffolding

*The child points to the moon and says, "Moon." Then he points to many of the stars and repeats, "Moon, moon, moon..."*

**Hint:**

**Verbal or physical assistance:**

*The child says, "Good night cow."*

**Prompting thought processes:**

### Providing Information

*The child points to the calf and says, "Moo cow."*

**Clarification of concept of "calf":**

**Expansion or elaboration of child's comment:**



### **Encouragement and Affirmation**

*The teacher asks, "Can you point to the calf?" The child points to the large cow on the right.*

**Individualized feedback:**

**Specific feedback:**

**Recognition of effort or accomplishment:**

## Transcript of Toddler Book Sharing Video

Teacher: Who is this on the book? You want to sit down. Who is this on the book? What is this?

Child: That's a \_\_\_\_\_

Teacher: A what?

Child: A mouse.

Teacher: A mouse. That's right. What the mouse says?

Child: \_\_\_\_\_

Teacher: A mouse says, squeak, squeak, squeak. (Uses hand motions)

Children: (Imitate hand motions) Squeak, squeak, squeak

Teacher: Look at the mouse. What is the mouse holding?

Child: Squeak, squeak, squeak.

Teacher: What is the mouse holding? Reece, what the mouse holding? What is this?

Child: Egg.

Teacher: An egg. That's right. That is an egg.

Teacher: (Notices child getting a toy from a bin beside the book area) That is a mouse! Come on bring it over. That is a mouse. What's the mouse saying? What's the mouse say? Squeak, squeak, squeak. That's right, Owen, for going to look for that mouse.

Teacher: Ooh – Right before Easter, the mouse decorates some eggs. What color do you think the egg is going to be? What color the eggs going to be? What you think?

Child: Red.

Child: O....

Teacher: Yellow? You think it's going to be yellow? What color is this? (Points to Owen's yellow mouse.)

Child: O...O...O...O...

Teacher: Yellow. That's right. This is yellow. Let's find some more. Where the mouse is? And what color is this, Owen?

Child: Blue, blue

Teacher: Blue. That's right. Blue. The mouse going to talking about the eggs. When we wake up on Easter morning, we find a yellow egg. Yes. (Child hands teacher a puppet). You want me to read with that? Who is this? What's her name?

Child: Raggie.

Teacher: What's her name?

Child: Raggie.

Teacher: Maddie? What's her name? Ok. You want me to read with her? Can you help me put it on my hand? Hmm? Put it on my hand. Put this down. (Takes yellow mouse and puts it at child's feet.) Put it on my hand. Can you help me? I need help. Put it on my hand. I need help. Oh... Do you want to put it on your hand?

Child: Yes.

Teacher: Yes? Alright. Do you need help?

Child: (Reaches hand forward)

Teacher: Alright. Put it in there. Ahhh.... (Helps put puppet on child's hand.) Good job. Where's her eyes?

Child: (Points to eyes.)

- Teacher: Eyes. Where's her nose? (Points to nose when child does not.) Nose. Where's her mouth?
- Child: (Points to mouth.) Mouth.
- Teacher: Mouth. That's right. What about ears? Where's her ears?
- Child: (Points to face.)
- Teacher: (Points to ears.) And what is this? Reece, what is this?
- Child: Hair.
- Teacher: Hair. That's right. We have different color hair. What color her hair? Reece, can you get you one? Get you a puppy.
- Teacher: (Returns to book.) Who put the red egg on the counter? Look at the red egg. You see the red egg? Bless you Reece. Look at the red egg. You see the red egg (pointing to picture)? Do y'all have an icebox at home?
- Child: (Nods yes.)
- Teacher: Yes. And what you have in your icebox? You have milk and water in there? And juice? Yes?
- Child: Yes.
- Teacher: And what is this? A rocking chair. The mice find a few blue eggs under the rocking chair. Look at the eggs. How many eggs you see? One, two, three!
- Child: (Brings stuffed animal to teacher) – What's this?
- Teacher: What is that? You tell me what it is. You know what it is. What that is?
- Child: (Unintelligible)
- Teacher: That's a horse. What the horse says? Nah, you don't put it in your mouth. Yucky. And four orange eggs on the sofa. One, two, three, four (pointing to pictures). Four orange. Can you count with me Reece? One, two, three, four. Who balanced all these purple eggs on the table? Who do you think put these eggs on the table? Do you think Mommy put the eggs on the table?
- Teacher: Riley, who put the eggs on the table (turning book to second child)? Did Daddy put the eggs on the table?
- Child: Yeah.
- Teacher: Yeah. You saw Daddy put eggs on the table?
- Teacher: Ooh, the mouse loves green eggs he finds on the desk. Look, look at all them green eggs. You see the green eggs?
- Child: (Points to eggs.)
- Teacher: You want to count? Count them with me. Get your hand out your mouth and count. One, two, three, four, five. Say five.
- Child: (Holds up five fingers and places next to teacher's hand.) Five.
- Teacher: Five eggs. Five green eggs on the desk. He looks around. Who's hiding the eggs? Who you think hiding the eggs? Owen, who you think hiding all the eggs? Look, do y'all recognize these ears? Whose ears?
- Child: Two ears.
- Teacher: He has two ears (motions with two fingers above the back of her head). And he goes hop, hop, hop. Who is it? It's a ... (pause)
- Child: Bunny!
- Teacher: Bunny. The bunny was hiding all the eggs. The bunny was hiding all the eggs from the mouse. (Picks up blue mouse toy.) What is this?
- Child: A mouse.

Teacher: The mouse. That's right. And he was hiding all the eggs from the what? What is this (points to picture)?

Child: The bunny.

Teacher: The bunny. Why y'all think he was hiding the eggs from the bunny? That's a lot. There's plenty eggs.

# Toddler Book Sharing Video: Engaged Support for Learning Notetaking

CLASS® Dimensions/Indicators	Observations/Evidence
<p style="text-align: center;"><b>Facilitation of Learning and Development</b></p> <p><b>Active Facilitation</b></p> <ul style="list-style-type: none"> <li>• Opportunities for exploration</li> <li>• Guides exploration</li> <li>• Involved in children’s activities to support learning</li> </ul> <p><b>Expansion of Cognition</b></p> <ul style="list-style-type: none"> <li>• Provides information</li> <li>• Relates information to children’s lives and experiences</li> <li>• Integrates concepts across activities and tasks</li> <li>• Encourages thinking</li> </ul> <p><b>Children’s Active Engagement</b></p> <ul style="list-style-type: none"> <li>• Manipulation of materials</li> <li>• Physical involvement</li> <li>• Verbal involvement</li> </ul>	
<p style="text-align: center;"><b>Quality of Feedback</b></p> <p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Hints</li> <li>• Verbal or physical assistance</li> <li>• Prompting thought processes</li> </ul> <p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>• Clarification of concepts or tasks</li> <li>• Expansion and elaboration</li> </ul> <p><b>Encouragement and Affirmation</b></p> <ul style="list-style-type: none"> <li>• Individualized feedback</li> <li>• Specific feedback</li> </ul>	

<ul style="list-style-type: none"> <li>• Recognition of effort or accomplishment</li> </ul>	
<p style="text-align: center;"><b>Language Modeling</b></p> <p><b>Supporting Language Use</b></p> <ul style="list-style-type: none"> <li>• Back and forth exchanges</li> <li>• Contingent responding</li> <li>• Open-ended questions</li> </ul> <p><b>Repetition and Extension</b></p> <ul style="list-style-type: none"> <li>• Repeats</li> <li>• Extends/elaborates</li> </ul> <p><b>Self- and Parallel Talk</b></p> <ul style="list-style-type: none"> <li>• Describes own actions with language</li> <li>• Narrates children’s actions with language</li> </ul> <p><b>Self- and Parallel Talk</b></p> <ul style="list-style-type: none"> <li>• Variety of words and/or descriptive vocabulary</li> <li>• Labeling</li> <li>• Connections to familiar words and ideas</li> </ul>	