

Early Literacy Planning Tool based on Every Child Ready to Read2® **An Introduction**

The Early Literacy Planning Tool is melded from several sources. Its foundation is in the VIEWS2 Planning Tool developed for practitioners from two research tools used in the VIEWS2 study from the University of Washington. <http://views2.ischool.uw.edu/> This IMLS-funded study concluded that a purposeful, intentional focus on early literacy concepts in storytimes makes a difference in the storytime provider's program and can increase the children's early literacy behaviors in children who attend storytime. An interactive, on-line training program featuring the VIEWS2 Planning Tool enabled storytime providers to plan confidently across developmental appropriate stages to include early literacy strategies in their storytime planning and delivery.

The VIEWS2 Planning Tool is based on two tools that were used as part of the VIEWS2 study: Benchmark Curricular Planning and Assessment Framework (BCPAF), developed by Dr. Erika Feldman, and the Program Evaluation Tool (PET) developed by Dr. Erika Feldman, Dr. Eliza Dresang, Janet Capps, and Katie Campana. Both tools went through extensive development and testing prior to their use in the study. While BCPAF and PET were based on the 2009 Washington State Early Learning Benchmarks, the VPT is organized around the early literacy domains of those benchmarks—language use, communication, phonological awareness, vocabulary, print concepts, comprehension, alphabetic knowledge, and writing concepts.

In addition to the VIEWS2 Planning Tool, the Early Literacy Planning Tool draws on the early literacy structure from the second edition of Every Child Ready to Read®. ECRR2 offers the five practices talking, singing, reading, writing, and playing as the activities that support early literacy. In Section 2 of the ECRR2 Manual we find the Critical Dimensions of Language and Literacy which form the basis for the early literacy components: oral language, phonological awareness, print awareness/concepts, letter knowledge, vocabulary, and background knowledge. It is these components that we use for the Early Literacy Planning Tool. The strategies and children's behaviors draws its strategies from the VIEWS2 Planning Tool, ECRR2, and individual state learning guidelines.

Neither the VIEWS2 Planning Tool nor the Early Literacy Planning Tool is meant to be exhaustive and comprehensive. These tools offer a way for library staff and storytime providers to understand early literacy components and how to incorporate them into storytime planning and delivery to help the children in the community with their literacy development. Storytimes should be fun, interactive, and intentional in order to have the greatest impact on the community.

Early Literacy Components

The Early Literacy Planning Tool covers five early literacy components. Each component includes:

- **Goals:** the early literacy skill or ability that is desirable for children to develop
- **Strategies a Storytime Provider/Educator/Adult** might use to achieve the early literacy goals
- **Children’s behaviors** that children might demonstrate in response to the strategies.
- **Age level** sections to readily identify age-appropriate strategies and child responses.

This tool is intended to use as a GUIDE. The suggested strategies are provided as *examples*, and not meant to be a comprehensive listing. Practitioners are encouraged to devise their own strategies as long as they contribute to the goal.

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The following are **EXAMPLES**. This tool is a **GUIDE**, not a comprehensive listing.

Phonological Awareness/*Ability to hear and play with the smaller sounds in words*

Goal: Children demonstrate phonological awareness, the ability to hear and play with the smaller sounds in words.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Points out environmental sounds (animal sounds, bell, etc.) Exposes children to a variety of vocal sounds by reciting rhymes, singing songs, and reading books. Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words) Uses movements such as bouncing, clapping, stomping to songs to indicate rhythm of language Repeats rhymes and songs within storytime and in consecutive programs, emphasizing rhythm/rhyme so that children become familiar with them and the rhythm of language 	Show enjoyment of sounds and rhythms of language Respond to environmental sounds Attempt to vocalize or imitate environmental sounds Bounce, clap to rhythms of language in songs and books
<ul style="list-style-type: none"> Encourages children to imitate sounds and noises in their environment (including animal sounds) Encourages children to imitate sounds while reading books and singing songs. When children babble/talk, takes time to respond with words and sounds 	Imitate vocalizations and sounds
<ul style="list-style-type: none"> Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words. 	Vocalize familiar words when read to
<ul style="list-style-type: none"> Uses rhymes in stories, greetings, and directions 	Recite last word of familiar rhymes, with assistance

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Repeats rhymes and songs within storytime and in consecutive programs, emphasizing rhythm/rhyme so that children become familiar with them and the rhythm of language Encourages sound play with children (e.g. tap drums, clap hands, shaking shakers) Encourages children to imitate sounds while reading books and singing songs 	Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes and songs Recite phrases from favorite rhymes. Imitate and say sounds
<ul style="list-style-type: none"> Sings rhyming songs, claps syllables Encourages children to join in with rhyming words in books, songs and rhymes Emphasizes beginning sounds in words when books/songs present such opportunities Demonstrates and encourages movements such as clapping, stamping, dancing to rhythms of language 	Participate in simple word games Imitate clapping syllables/claps syllables
<ul style="list-style-type: none"> Uses reading style (e.g. pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs 	Complete a familiar rhyme or fingerplay by providing last word
<ul style="list-style-type: none"> Invites children to act out a variety of tempos or speeds of sounds (e.g. clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly) 	Imitate tempo and speed of sound, clapping, etc.

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Builds on rhyming pairs in books and songs by playing word games, encouraging children to come up with new rhymes, including non-sense words Encourages children to say the second word of a rhyming pair using books, songs, rhyming and word games 	Begin to identify words that rhyme, recognizes matching sounds, completes familiar rhyming word, produces original rhymes
<ul style="list-style-type: none"> Helps children focus on hearing specific sounds in playful ways, e.g. clapping each time they hear a certain sound in a rhyme Uses clapping or musical instruments to help them hear syllables, clap syllables in names 	Show growing ability to hear and discriminate separate syllables and individual sounds in words
<ul style="list-style-type: none"> Reinforces recognition of beginning word sounds (e.g. “Book begins with the /b/ sound.) Emphasizes beginning sounds in words when books/songs present such opportunities Encourages children to find multiple objects in a picture with the same beginning sound 	Identify initial sounds of words, with assistance Find objects in a picture with the same beginning sound, with assistance
<ul style="list-style-type: none"> Points out the differences between similar-sounding words (e.g. “tea” and “tree”) Plays word games changing one sound in word 	Differentiate between similar-sounding words

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Early Literacy Planning Tool based on Every Child Ready to Read2®

Print Awareness and Concepts/*Knowing that print has meaning, how print “works”*

- Goals:** Children understand that print has meaning.
 Children draw meaning from pictures, print, and text.
 Children demonstrate awareness of print concepts: how to handle books, direction of print, concept of word, concepts of print (punctuation, table of contents, etc.).
 Children use writing implements to communicate through written representations, symbols.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels pictures in books Makes signs and points out signs and logos 	Begin to recognize and understand symbols/logos
<ul style="list-style-type: none"> Presents children with the opportunity to explore books as part of hands-on activity 	Explore books (e.g. flipping or turning through pages)
<ul style="list-style-type: none"> Highlights and points to pictures or words in books, or words representing pictured objects, including songbooks 	Pay attention to pictures and/or words in books
<ul style="list-style-type: none"> Prompts children to point to pictures, characters, or objects in book 	Point to familiar pictures, characters, and objects in books
<ul style="list-style-type: none"> Demonstrates ways to read board books, acknowledging that infants will chew on books and that they bat at the pages in attempts to turn pages Offers children opportunities to explore books (e.g. what is on the pages) as part of hands-on activity 	Explore/handle books (chewing on books, batting at books to try to turn pages, hold and turn pages in board books)
<ul style="list-style-type: none"> Demonstrates making marks on a page or on whiteboard in front of children 	Scribble spontaneously

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels objects in books, using descriptive words, encouraging children to label as well Shows actual item of object pictured, uses props Shares books with objects and situations children can relate to their own experiences 	Relate pictures with real objects, events, stories
<ul style="list-style-type: none"> Points to title and some text, uses big books when possible Narrates using books (e.g. “Let’s see what’s on the cover.” “I am turning the page to see what happens next.”) “Plays” with orientation of book, holding it upside down/backwards Provides opportunities for parents/caregivers and children to look at board books together 	Show ability to handle books, turn book right-side up, turn pages Begin to understand that print represents spoken words Pretend to read text Recognize when book upside down
<ul style="list-style-type: none"> Provides opportunities for open-ended play, encouraging symbolic play 	Uses symbols or pictures to represent what is said
<ul style="list-style-type: none"> Provides opportunities for writing, asking children about attempts to produce written, age-appropriate material (i.e. scribbles) 	Scribble and makes marks on paper purposefully Tell what scribble means

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about different kinds of print, such as signs, books, newspapers, menus Incorporates print in play activities Takes opportunity to point out print and its uses when a book being used includes writing or signs 	Show awareness of different functions of forms of print such as signs, letters, newspapers, lists, messages, menus
<ul style="list-style-type: none"> Points out signs and symbols in the environment and when found in picture books. Asks children if they have seen these before (e.g. “On your way to the library, what signs did you see?”) 	Recognize some signs and symbols in the environment (e.g. stop sign or stop light)
<ul style="list-style-type: none"> Playfully holds book upside down, allowing children to point out mistake Runs finger under title or repeated phrase in book Names author, illustrator and explains their roles 	Show increased awareness of print concepts
<ul style="list-style-type: none"> Points out words, especially those of interest to children or written in large, colorful, or dramatic font 	Recognize word as unit of print
<ul style="list-style-type: none"> Provides time for play and other activities that encourage pretend writing, incorporating print-rich material such as manuals, shopping lists, menus 	Use pretend writing activities during play to show print concepts
<ul style="list-style-type: none"> Uses factual books, pointing out table of contents, index, glossary 	Become familiar with organization and elements of factual books
<ul style="list-style-type: none"> Invites children to make up and tell stories and write them out using words and/or drawing pictures Provides opportunities for writing, relating what is written to objects/experiences 	Talk aloud about creative ideas and stories and ask adults to write them out Understands written work represents objects/experiences

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Letter Knowledge/*Exploring Letters*

- Goals:** Children know same letter can look different, that letters have names.
 Children demonstrate awareness of alphabetic principle: that letters represent sounds of spoken language.
 Children demonstrate awareness of letters and symbols.
 Children use writing tools to communicate through written representations, symbols, letters.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Offers opportunities for children to play with balls, blocks, and other toys with a variety of shapes, talking about the shapes Uses books with bold illustrations and stark contrast, pointing out about shapes in book illustrations. Books may be specifically on shapes or not. 	Explore geometric shapes using hands, eyes, and mind Recognize some shapes
<ul style="list-style-type: none"> Offers opportunities for children to match shapes, i.e. flannel boards, simple puzzles, games Encourages children's movement while singing songs and doing movement activities that depict shapes 	Play with shape toys, though often may not match correctly
<ul style="list-style-type: none"> Shows children objects, saying name of objects and describing how they are alike and different 	Engage in sustained gazing or tracking object with eyes Recognize similarities and differences in characteristics of objects
<ul style="list-style-type: none"> Includes action rhymes and action songs to develop small and gross motor muscles, including crossing the midline 	Imitates small and gross motor movements

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about shapes, describing the shapes Encourages children's movement while singing songs and doing movement activities that depict shapes Provides opportunities to play with shapes using toys and a variety of materials 	Identify objects by their shape
<ul style="list-style-type: none"> Plays matching games (e.g. with flannel board) 	Show interest in patterns, ability to compare/match
<ul style="list-style-type: none"> Talks about visual similarities and differences in pictures in books, with materials in craft activities, with props and play manipulatives 	Explore similarities and difference of objects (e.g. color, shape, size)
<ul style="list-style-type: none"> Provides opportunities for children to manipulate objects and to play with puzzles 	Understand the relationship between objects, solving simple puzzles and matching similar shapes
<ul style="list-style-type: none"> Prompts children to recite or sing the letters of the alphabet Shares enjoyable alphabet books and/or points out letter in a book 	Recite song with letters of the alphabet, with assistance Show interest in letters
<ul style="list-style-type: none"> Provides writing explorations related to fine motor skills, gross motor skills, and postural control 	Draw horizontal and vertical lines Position body to be able to write Label pictures using letter-like marks
<ul style="list-style-type: none"> Provides opportunities for children to play with shapes and letters Prompts children to find the same letter in different media (e.g. books, posters, signs) 	Recognizes shapes and some letters Identifies letters and matches letter name

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to find the same letter in different media (e.g. books, posters, signs) 	Identify letters and matches letter name
<ul style="list-style-type: none"> Offers a variety of opportunities for children to draw shapes (e.g. writing on paper, using body motions to draw in the air, on the floor) 	Draw basic geometric shapes (e.g. circle, triangle)
<ul style="list-style-type: none"> Points out shapes found in letters 	Associate the names of letters with their shapes
<ul style="list-style-type: none"> Prompts children to match letters and sounds 	Identify letters of the alphabet
<ul style="list-style-type: none"> Provides opportunities for children to manipulate letters (e.g. magnetic, foam letters, letters on flannel board) and uses them to spell out words Provides nametags or other opportunities for children to talk about letters in their name or other words of interest 	Recognize that sounds are associated with letters of the alphabet and that they form words Use letter-like shapes, symbols and letters to convey meaning
<ul style="list-style-type: none"> Provides opportunities to write, including letters in their names 	Writes name or some letters of name Label pictures using letter-like marks and letters
<ul style="list-style-type: none"> Points out letters in words in books; shares enjoyable alphabet books Encourages children to join in songs related to letters (e.g. BINGO) 	Recognize that sounds are associated with letters of the alphabet and that they form words

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Early Literacy Planning Tool based on Every Child Ready to Read2®

Vocabulary/Recognizing words and knowing the meanings of words including objects, actions, descriptors, feelings, concepts, ideas

- Goals:** Children recognize words, show understanding through listening, receptive language
 Children know the meanings of words: objects, actions, descriptors, feelings, concepts, and ideas
 Children demonstrate the meaning of language by speaking, expressive language.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Models use of "parentese" while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words) 	Respond to tone of voice Respond to sounds in environment Recognize familiar voice by turning to speaker
<ul style="list-style-type: none"> Uses all kinds of words and many types of language including conversation, stories, nursery rhymes, songs, sharing factual information Encourages children to chime in with names of items in pictures in book or names of props being used Uses names for action words while encouraging children to imitate motions Uses repetition to increase children's understanding 	Show understanding of gestures and words by doing motions, looking at object noted Points to objects when named
<ul style="list-style-type: none"> Uses gestures and/or sign language in combination with words when communicating. Repeats within a storytime and over storytimes so gestures/signs become familiar to the children 	Combine words and gestures (e.g. waves when saying good-bye) Respond to familiar gestures/signs
<ul style="list-style-type: none"> Invites children to label familiar objects in books or in the environment Adds new words, extending children's communication Offers opportunities during playtime for introduction and repetition of new words 	Use eight to ten understandable words (e.g. "daddy," "bottle," "up") Recognize objects being referred to
<ul style="list-style-type: none"> Presents children with the opportunity to label aspects of people, places and events Allows time for children to respond with babble or simple words/sentences 	Use short telegraphic sentences (e.g. "Me go." Or "There mama.")
<ul style="list-style-type: none"> Narrates what child sees, hears, smells, touches, does using a variety of words and descriptions Shares books that introduce new words; labels items Adds new words to books with little or no text 	Focus on narration, follows adult's eye gaze and pointing

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Makes opportunities for children to follow one or two step directions when gathering, transitioning from one activity to another, during songs/music/movement activities, while reading books Uses all kinds of words (objects, actions, descriptors, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime 	Understand questions, some basic concepts, and simple directions
<ul style="list-style-type: none"> Introduces unfamiliar objects and prompts children to request labels from caregiver Intentionally uses unfamiliar words, building on what children have said; may have children repeat unfamiliar words Explains meanings of words during conversations or while reading books Shares factual books to introduce new words (may read excerpts, not whole book) Gives children an opportunity to repeat an unfamiliar word 	Ask others to label unfamiliar objects Ask what unfamiliar words mean Enjoy learning meanings of new words
<ul style="list-style-type: none"> Provides children with the opportunity to use sound effects to convey meaning 	Use sound effects in play
<ul style="list-style-type: none"> Invites children to use adjectives to describe objects or things described in stories, adding new words to those the children use Identifies feelings of characters in books, including some words for less familiar emotions Uses songs to identify feeling words, relate to children's experiences 	Use adjectives in phrases (e.g. "big" bag, "green" bear) Use words to express emotions (e.g. happy, sad, tired, scared)
<ul style="list-style-type: none"> Points to objects and prompts children to point to objects in environment and/or within the pages of a book or within given context, adding less familiar words 	Attempt to locate objects that are discussed by others Respond by looking when directed toward object/picture
<ul style="list-style-type: none"> Invites children to identify objects, people in environment and in books Invites children to join in with actions in books and songs, using some less familiar words Uses as diverse a vocabulary as possible when talking with children Explains new words while reading books/talking; does not replace unfamiliar words When children respond, acknowledge what child says and add new word(s) 	Identify people, objects, actions by name Respond to directions that include verbs (jump, reach) Demonstrate understanding of words by responding appropriately

Vocabulary continued next page

Vocabulary continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> • Uses all kinds of words (objects, actions, descriptors, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime • Intentionally uses unfamiliar words, building on what children have said; may have children repeat unfamiliar words • Explains differences between two words with similar meanings (e.g. tired, exhausted) • Adds less familiar synonym to a familiar word • Explores words by category or related to theme, explores word relationships to understand concepts of common category (e.g. food, farm/wild animals, vehicles) • Uses factual books to expose children to new words and ideas • Explains new words while reading books/talking; does not replace unfamiliar words • When children respond, acknowledge what child says and add new word(s) • Uses a diverse vocabulary when talking with children 	Understand and use increasingly complex vocabulary
<ul style="list-style-type: none"> • Models using multiple words to explain ideas (e.g. "Another way of saying that is", defining a new concept/idea) • Points out multiple meanings of a word (e.g. wave in an ocean and wave goodbye) 	Use multiple words to explain ideas
<ul style="list-style-type: none"> • Points out facial expressions and feelings of characters in book, using words for less familiar emotions • Encourages children to make their own facial expressions to express emotions • Asks children to talk about how they feel about what is happening in the story, encouraging use of words for less familiar or more specific emotions 	Use words to express emotions (e.g. happy, sad, tired, scared) Demonstrate understanding of nonverbal cues (e.g. recognizing/making facial expressions for pride)
<ul style="list-style-type: none"> • When giving directions, uses words before demonstrating the action, allowing children to follow directions 	Follows directions based on verbal instructions
<ul style="list-style-type: none"> • Plays word games using real and nonsense words 	Distinguishes between real and made-up words

All ages

<ul style="list-style-type: none"> • Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Early Literacy Planning Tool based on Every Child Ready to Read2®

Background Knowledge—Conceptual Thinking/*Concepts and abstract thinking*

- Goals: Children compare, contrast, examine, evaluate, connect experiences, objects, tasks, events**
Children use symbols to represent objects.
Children find solutions to questions, tasks, problems, challenges.
Children use writing implements to communicate through written representations, symbols.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Plays peek-a-boo games, share flap books 	Understand object permanence (that people or things exist even when out of sight)
<ul style="list-style-type: none"> Uses open-ended questions to promote thinking; allows 5 to 12 seconds for response If no response, offers a response using rich language 	Show eagerness and curiosity as a learner Focuses on question, may or may not give verbal response
<ul style="list-style-type: none"> Uses gestures in combination with words when communicating 	Combine words and gestures (e.g. waving when saying goodbye)
<ul style="list-style-type: none"> Prompts children to point to pictures, characters or objects in books Shows props or other items to connect pictures/words to real objects 	Understand pictures represent objects Identify familiar people and objects in printed materials
<ul style="list-style-type: none"> Asks children simple questions that can be answered with gestures towards a particular person (e.g. "Where is Mommy?") or object (Where is your blanket?) 	Point to objects when named (e.g. pointing to blanket when asked "Where's your blanket?")

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Points out the sequence of events in an orally narrated story or book and/or prompts children to reflect on sequence Describes and encourages interactions around routines and sequences using books, songs and activities 	Begin to follow the sequence of events in an orally narrated story or book Anticipate, remember, and describe sequences of events
<ul style="list-style-type: none"> Prompts children to point to objects within the pages of a book or within given context 	Understand pictures represent objects/concepts/feelings
<ul style="list-style-type: none"> Inserts pauses, providing children time to respond, and asks questions during story reading that allow children to make predictions 	Anticipate what comes next in known stories, with assistance
<ul style="list-style-type: none"> Shows real object and picture of object Uses word for an action and demonstrates action, encouraging children to join in Plays games to support word-symbol connection (e.g. shows a picture of an object and has children find object in plain sight in the room) 	Begin to recognize symbols for objects
<ul style="list-style-type: none"> Offers instructions for fingerplays, movement activities, and transitions 	Follow one- and two-step instructions
<ul style="list-style-type: none"> Uses simple stories to help children understand cause and effect (e.g. "Why did Humpty Dumpty break into pieces?") Offers opportunities during play to explore cause and effect 	Demonstrate beginning understanding of cause and effect, especially of own actions
<ul style="list-style-type: none"> Ask open-ended questions to help children relate what is happening in books to their own experiences, through conversation or other activities. After waiting 5 – 12 seconds, If children not able to express connection, verbalize the connection for them. 	Begin to understand the connection between books and personal experiences
<ul style="list-style-type: none"> Encourages participation with books, songs, conversation, movement, craft activities related to concepts including size (2- and 3-D), shape, color, opposites, spatial relationships 	Understand questions, some basic concepts and simple directions
<ul style="list-style-type: none"> Provides opportunities for writing and talks about what is written 	Scribble/draw with crayons/writing utensils

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to share stories about/describe their preferences and previous experiences, then assists in putting in sequence 	Describe a task, project, and/or event sequentially in three or more sentences
<ul style="list-style-type: none"> Uses strategies to assist children in having a conversation by extending/expanding on thoughts or ideas expressed by others in regards to a story, book, or song 	Extend/expand on a thought or idea expressed by another Engage in conversation that develops a thought or idea
<ul style="list-style-type: none"> Incorporates drawing into storytime activities 	Draw representational figures
<ul style="list-style-type: none"> Ask open-ended questions to help children relate what is happening in books to their own experiences, through conversation, writing or other activities 	Understand the connection between books and personal experiences
<ul style="list-style-type: none"> Reads, discusses, acts out stories about people, their thinking, motivations Discusses feelings of characters in books/stories 	Demonstrate understanding of what others are thinking, their intentions or motivations
<ul style="list-style-type: none"> Reads books with predictable storyline and sequence of events Prompts children to predict what might happen next Talks about what happens before, after Encourages children to retell story in sequence, may use props, flannel board 	Demonstrate understanding of sequence Understand past, present, future, using words such as before, after, now, then
<ul style="list-style-type: none"> Provides opportunities for writing, relating what is written to objects/experiences 	Use symbols, shapes, letters to express ideas Talk about picture and relate to experience

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Early Literacy Planning Tool based on Every Child Ready to Read2®

Background Knowledge—Content Knowledge/*Knowledge of the world*

- Goals:** Children demonstrate interest in factual information and informational text
 Children share factual information with others
 Children draw meaning from factual information
 Children relate factual information to own experiences

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Share factual information about world around them Share factual books with bold pictures/photos, labeling and adding information 	Show eagerness and curiosity as learners
<ul style="list-style-type: none"> Asks children simple questions that can be answered with gestures toward particular object; shares some factual information about the object Prompts children to identify different body parts by pointing 	Point to objects when named

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to identify different body parts by pointing Shares factual books on human body 	Identify at least three body parts, when requested
<ul style="list-style-type: none"> Shares factual books, labeling pictures and adding information 	Identify some people, objects, and actions by name Draw meaning from pictures, print and text
<ul style="list-style-type: none"> Shares books/information and provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena 	Ask questions that demonstrate knowledge of events or phenomena (How did the water turn blue?)
<ul style="list-style-type: none"> Shares factual books/information to expose children to topics of interest, expanding on what is familiar and adding information about what is not familiar to them 	Ask others to label unfamiliar objects Exhibit curiosity and interest in learning new information
<ul style="list-style-type: none"> Shares factual books/information on topics of interest to the children, encourages their participation in talking about the topic 	Develop interest in factual information through involvement with books and other materials

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Shares factual books/information, encourages conversation around the topic, and asks thought-provoking questions on factual topics 	Extend/expand on a thought or idea expressed by another Engage in conversation that develops a thought or idea
<ul style="list-style-type: none"> Talks about what is pretend and what is real Includes factual books/information even if not reading whole book, distinguishing what is real and what is pretend Includes story and factual book on same topic or theme Adds factual information to events or pictures in stories 	Begin to demonstrate an understanding of the difference between fiction and non-fiction, fantasy and real
<ul style="list-style-type: none"> Shares factual books/information and offers opportunities for children to retell or discuss the facts in the book and to share their own knowledge on the topic 	Retell details about main topic in a factual book, with assistance
<ul style="list-style-type: none"> Reads factual books/information and relates to children's experiences, encourages children to relate book to own experiences 	Begin to understand the connection between books and personal experiences
<ul style="list-style-type: none"> Reads factual books/information about new experiences and topics, supplementing with hands-on experiences when possible 	Find and use materials to follow through on an idea Knows books provide information about the world
<ul style="list-style-type: none"> Provides opportunities to discuss with children information and factual books about topics regarding world around them Provides a variety of factual books for children to explore and discuss 	Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks Demonstrate interest in and understanding of informational text
<ul style="list-style-type: none"> Uses new words and explains words using informational text Uses new words and explains words while talking about factual topic 	Repeat or use new words related to topic Show understanding of factual information
<ul style="list-style-type: none"> Asks children how factual information relates to their personal experiences Models connecting informational text to own experience 	With support, make connections between information in a text and personal experiences
<ul style="list-style-type: none"> Provides writing opportunities to share information on topics of interest 	Describe something learned about a topic verbally or through representations

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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Early Literacy Planning Tool based on Every Child Ready to Read2®

Background Knowledge—Book and Story Knowledge/Print motivation (*enjoyment of books and reading*), **story structure** (*how stories work*), and **narrative skills** (*ability to recount events and tell and retell stories*)

- Goals:** Children demonstrate an appreciation and enjoyment of books and reading—print motivation.
 Children demonstrate knowledge of how stories work, story structure.
 Children demonstrate narrative skills, the ability to recount events, to tell and retell stories

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Chooses books with bold, colorful, clear images of familiar objects Acknowledges that babies will chew on books as a way of exploring them 	Respond positively to book reading activities with adults, smiling, vocalizing, choosing to look at books
<ul style="list-style-type: none"> Exposes children to books on a variety of factual topics, responding to their interests Uses open-ended questions, pausing for response, to promote engagement 	Show eagerness and curiosity as learners
<ul style="list-style-type: none"> Provides or recites oral stories, nursery rhymes to children in order to prompt them to express simple thoughts or ideas Repeats rhymes, songs, stories to increase familiarity and engagement 	Attends to stories, rhymes, songs Use single words to express thoughts and ideas (e.g. when seeing the sun, say “sun”)
<ul style="list-style-type: none"> Pauses 5 to 12 seconds so that children can interject and repeat Encourages children’s babble/talk through verbal and non-verbal interactions; encourages parents/caregivers to do so as well 	Vocalize/use words and gestures in response to person’s voice or gestures and to solicit attention Imitate words and gestures
<ul style="list-style-type: none"> Encourages children to imitate simple sounds, repeated words in books and stories 	Imitate words/sounds (e.g. simple greetings)
<ul style="list-style-type: none"> Greets children with nonverbal gestures (e.g. waves hello) in order to communicate Encourages children to join in with songs and movement activities that use gesture Adds gestures to books, songs, etc. that support communication 	Use nonverbal gestures for social conventions of greeting (e.g. waving goodbye) Communicate needs through facial expressions, words, actions
<ul style="list-style-type: none"> Introduces sign language while using spoken words 	Imitate gestures and/or signs in sign language
<ul style="list-style-type: none"> Encourages parents/caregivers to model eye contact and taking turns in communication as well as sounds and words one-on-one 	Participate in a one-on-one conversation by making sounds or using words
<ul style="list-style-type: none"> Offers simple instructions for fingerplays, movement activities, and transitions 	Follow one-step instructions
<ul style="list-style-type: none"> Shares simple books with predictable story line, repeated phrases, encouraging children to join in Repeats favorites within storytime and over several storytimes 	Begin to request favorite books and request repeated readings

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to recall characters, words, or actions from age-appropriate stories 	Recall characters, words, or actions from familiar stories
<ul style="list-style-type: none"> Inserts pauses, providing children time to respond or repeat words/phrases Repeats books/stories within storytime and across storytimes Asks questions during story reading that allow children to make predictions 	Anticipate what comes next in known stories, with help Recite familiar words/phrases
<ul style="list-style-type: none"> Invites children to make comments on books read 	Make comments on book
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment 	Show interest in reading-related activities
<ul style="list-style-type: none"> Introduces factual books, read in whole or in part Chooses books that reflect children’s interests and expanding on their experiences 	Show eagerness and curiosity as learners
<ul style="list-style-type: none"> Offers variety as well as repetition while sharing books, stories, rhymes/songs Encourages children to chime in with repeated phrase or motion in books 	Participate in increasingly variety of tasks and activities Request favorite books be repeated
<ul style="list-style-type: none"> Changes intonation and tone to communicate meaning 	React to, may imitate, changes in intonation and tone
<ul style="list-style-type: none"> Prompts children to recount events, in stories and/or from experience 	Recount an event, with assistance
<ul style="list-style-type: none"> Prompts children to reflect on the sequence of events in an oral story or book 	Begin to follow the sequence of events in a story/book and oral stories
<ul style="list-style-type: none"> Uses songs and rhymes with children’s names Reads books, tells stories, sings songs, shares rhymes, fingerplays, and poetry in engaging ways that encourage participation Uses puppets and/or props when reading/telling stories Uses motions that go along with stories and songs to convey meaning Repeats songs, books, fingerplays within storytime and over several storytimes 	Listen to short, simple stories Increasing ability to attend to, participate in, and understand language in conversations, stories, songs and poems Respond to action words by performing action Recall and repeat simple rhymes, songs, fingerplays
<ul style="list-style-type: none"> Provides children with the opportunity to participate in turn-taking conversations Asks open-ended questions, pausing to allow time for response 	Begin to demonstrate taking turns in conversation
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell simple stories, including gestures to convey meaning
<ul style="list-style-type: none"> Asks open-ended questions and encourages children to ask questions, pauses for children’s responses 	Respond to questions with words, phrases, sentences

Background Knowledge—Book and Story Knowledge continued next page

Background Knowledge—Book and Story Knowledge continued

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Asks children, “Do you have a favorite book? What’s the title?” Shares favorite books and tells why s/he likes them Offers opportunities for children to choose books during or after storytime 	Express title of favorite book Express what they like about a book
<ul style="list-style-type: none"> Uses expression and conveys the fun of reading while sharing books Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment, including factual books Pauses to allow children to say repeated word or phrase 	Show interest in reading-related activities Repeat word or phase in book/story
<ul style="list-style-type: none"> Offers display of variety of picture books and factual books for children to choose 	Enjoy variety of genres of books and stories Show eagerness and curiosity as learners
<ul style="list-style-type: none"> Provides opportunities for children to dramatize events in story, retell the story or part of the story, using props, flannel board, puppets, craft activities 	Begin to interact with story through familiar hand motions and expression of emotions Recall specific characters or actions from familiar stories
<ul style="list-style-type: none"> Use interactive reading techniques to engage children in story, including prediction 	Question and predict to comprehend printed material
<ul style="list-style-type: none"> Uses wordless books to have children tell story in own words 	Show knowledge of story structure by telling story from pictures
<ul style="list-style-type: none"> Introduces book with overview of story, reviews book with children’s participation regarding beginning, middle, end of story Asks children to predict what might happen in a book Offers opportunities for retelling story, give a new ending 	Demonstrate understanding of basic plots of simple stories in a variety of ways Respond with sequence that might follow in a story
<ul style="list-style-type: none"> Asks open-ended questions about a recent event 	Recount some details of a recent event
<ul style="list-style-type: none"> Asks open-ended questions about specific details and events in a story and provides positive feedback when children recall details Provides opportunities for children to discuss what happens in a book/story, relating to own experiences Offers opportunities for children to respond to increasingly complex directions and questions during informal discussion, book sharing, songs, rhymes, movement activities, craft time, playtime 	Respond to questions, join in discussions Recalls specific details in a story and repeats them
<ul style="list-style-type: none"> Prompts children to share stories about/describe experiences, then assists in putting in sequence 	Describe a task, project, and/or event sequentially in three or more sentences
<ul style="list-style-type: none"> Provides opportunity for children to dictate stories 	Tell stories in sequence Narrate stories and events
<ul style="list-style-type: none"> Provides opportunities for children to make their own book/story or draw favorite part of a story, and talk about what happened 	Tell and retell stories Make up own stories Tell and retell events

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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