

# Literacy Reflections

## Student Observation & Extension Notes



### Notice - Name - Extend: Reflection Guide

Date:

Children Observed:

#### Notice!

What are the children doing?

#### Name!

Connect action to Literacy Components

#### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, coversations)

Date:

Children Observed:

#### Notice!

What are the children doing?

#### Name!

Connect action to Literacy Components

#### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, coversations)



BACKGROUND  
KNOWLEDGE



ORAL LANGUAGE  
& VOCABULARY



BOOK KNOWLEDGE  
& PRINT CONCEPTS



ALPHABET KNOWLEDGE  
& EARLY WRITING



PHONOLOGICAL  
AWARENESS

# The Big 5 Literacy Components

from NCECDL's Planned Language Approach

	What Does This Mean?	What Does This Look & Sound Like?
<b>Background Knowledge</b>	Children's experiences are stored as memories that become their background knowledge. This becomes a base for future learning. Varied experiences and interactions create a foundation of scientific awareness, cultural norms & expectations, and other information about the world. Background knowledge expands as children connect new learning to existing background knowledge.	<ul style="list-style-type: none"> <li>observe, integrate and apply social conventions, routines and exchanges, like saying hello to greet someone and goodbye with departures</li> <li>begin to collect knowledge and information about favorite topics, and make connections between existing understandings and new learning</li> <li>apply these understandings in pretend play and real life contexts</li> </ul>
<b>Oral Language &amp; Vocabulary</b>	Oral language is often divided into receptive and expressive language. Children begin to understand a language's meaning even before they can express it themselves. Using sounds, words and sentences are components of developing expressive language. Acquiring vocabulary is a key aspect of oral language development. Children use oral language in conversation, story telling, and asking and answering questions.	<ul style="list-style-type: none"> <li>repeat and respond to sounds and words</li> <li>mimic the cadence of conversation, even if not fully verbal</li> <li>engage in conversation, exchanging ideas, asking and answering questions</li> <li>learn, integrate and apply new vocabulary</li> <li>retell stories and create own stories</li> <li>begin to follow single and multi-step instructions</li> </ul>
<b>Book Knowledge &amp; Print Concepts</b>	When children experience written language in their day-to-day lives, they begin to understand that print has meaning. Print is speech written down. When adults read books to children, they also learn about how books work. Environmental print (street signs, advertisements, logos) is often the first way young children gather meaning from print.	<ul style="list-style-type: none"> <li>begin to understand that print represents words</li> <li>pretend to read "real" writing (books or other printed materials) or pretend writing</li> <li>notice and respond to environmental print</li> <li>begin to understand that English print is organized from left to right, and top to bottom</li> <li>understand how to navigate a book, turn pages</li> </ul>
<b>Alphabet Knowledge &amp; Early Writing</b>	As children develop alphabet knowledge, they learn to recognize and name upper and lowercase letters. They also learn that there are sounds associated with each letter. Children's early writing progresses from making marks and scribbling, to drawing, and eventually to forming letters.	<ul style="list-style-type: none"> <li>begin to notice and identify uppercase and lowercase letters</li> <li>beginning to connect letters to sounds</li> <li>mark making, scribbling, drawing invented letters symbols</li> <li>interest in writing letters, names, words with invented spelling</li> </ul>
<b>Phonological Awareness</b>	Phonological awareness is the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Children develop phonological awareness as they learn to recognize that language can be broken into words, syllables, and smaller sounds. Children are demonstrating phonological awareness when they manipulate sounds by identifying, segmenting, blending, and substituting sounds.	<ul style="list-style-type: none"> <li>repeating songs</li> <li>making up nonsense words</li> <li>rhyiming games and songs</li> <li>playing with alliteration</li> <li>breaking words into syllables</li> <li>notice beginning and ending sounds of words</li> </ul>