

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

- Goals: Children compare, contrast, examine, evaluate, connect objects, tasks, events, experiences.**
Children use symbols to represent objects, one object to represent another.
Children recognize and use patterns, sequencing, cause and effect.
Children explore and 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 	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> Uses gestures in combination with words when communicating 	Combine words and gestures (e.g. waving goodbye)
<ul style="list-style-type: none"> Prompts children to point to pictures, characters or objects in books Show s 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?")
<ul style="list-style-type: none"> Repeats songs, movements within storytime and over several storytimes 	Anticipate actions in repeated routines and activities

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to reflect on sequence of events in a story or book Describes sequences using books, songs, and activities Points out patterns in routines, activities, stories 	Begin to follow the sequence of events in a story or book Anticipate, remember, and describe sequences of events Anticipate, remember repeated routines
<ul style="list-style-type: none"> Asks questions during story reading that allow children to make predictions; inserts pauses, providing children time to respond 	Anticipate what comes next in known stories, with assistance
<ul style="list-style-type: none"> Show s real object and picture of object 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"> Uses simple stories to help children understand cause and effect (e.g. "Why did Humpty Dumpty break into pieces?") Provides playtime with activities that support concept of cause and effect 	Demonstrate beginning understanding of cause and effect, especially of own actions
<ul style="list-style-type: none"> Asks open-ended questions to help children relate what is happening in books to their own experiences, allows time for child to respond; may need prompting 	Begin to understand the connection between books and personal experiences
<ul style="list-style-type: none"> Encourages participation with books, songs, conversation, movement and craft activities related to concepts including size, shape, color, opposites, spatial relationships Provides play activities that support sorting 	Recognizes, identify some basic concepts Sort according to one or two characteristics
<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 or experiences, putting them in sequence (first, second, then . . . last) 	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 (e.g. "I hear that you think the bunny is pretending the box is a car. Who else has an idea about what the bunny is doing?") Asks for ideas to solve problem as part of a story or a situation in the storytime 	Extend/expand on a thought or idea expressed by another Engage in conversation that develops a thought or idea Show ability to problem solve
<ul style="list-style-type: none"> Incorporates drawing into storytime activities 	Begin to draw representational figures
<ul style="list-style-type: none"> When giving directions, uses words before demonstrating the action, allowing children to follow directions 	Interpret verbal instructions into 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, writing or other activities 	Make connections 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 Talks about what happens before, after Encourages children to retell story in sequence, may use props, flannel board 	Demonstrate understanding of sequence Show understanding of 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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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"> Talks about factual information, about world around them Shares factual books with bold pictures/photos, labeling and adding information 	Show eagerness and curiosity as a learners
<ul style="list-style-type: none"> Asks children simple questions that can be answered with gestures toward particular object; shares factual information about the object 	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 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 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 information
<ul style="list-style-type: none"> Shares factual books on topics of interest to the children, encourages their participation in talking about the topic Talks about factual topics sharing information on topics of interest to children 	Develop interest in and involvement with books and other materials Show interest in factual topics

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Shares factual books, 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 information/books even if not reading whole book, distinguishing what is real and what is pretend Includes story and factual book on same topic or theme 	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 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 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 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 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 	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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Background Knowledge—Book and Story Knowledge/*Print motivation*

(*enjoyment of books and reading*) and **story structure** (*how stories work*)

- Goals:** Children demonstrate an appreciation and enjoyment of books and reading. (Print motivation)
 Children demonstrate knowledge of how stories work. (Story structure)
 Children demonstrate comprehension of printed material. (Story structure)

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Encourages adults to have babies to play with books, acknowledging that babies will chew on books, but not pages in the book 	Experience enjoyment around books and reading
<ul style="list-style-type: none"> Highlights and points to pictures or words in a book 	Pay attention to pictures/words in books
<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"> 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 topics, responding to their interests Uses open-ended questions, pausing for response, to promote engagement 	Show eagerness and curiosity as a learner
<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 Interact with book/story elements

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Prompts children to recall specific characters, words, or actions from age-appropriate stories 	Recall specific characters, words, or actions from familiar stories
<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 help Recite familiar words/phrases
<ul style="list-style-type: none"> Invites children to make comments on books read or stories told 	Make comments on book/story
<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 a learner
<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"> Prompts children to reflect on the sequence of events in a story or book 	Begin to follow the sequence of events in story or book

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 about their favorite books Shares favorite books and tells why s/he likes them Offers opportunities for children to choose books 	Express title of favorite book Express what they like about a book
<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"> 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 phrase in book/story
<ul style="list-style-type: none"> Points out similarities in some stories, such as stories starting with “Once upon a time” or repeated motifs or themes such as three tries, three pigs, three billy goats. 	Recognize similarities in stories and story patterns
<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 a learner
<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"> 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"> Provides opportunities for children to make their own book/story or draw favorite part of a story, and talk about what happened 	Recount stories in sequence

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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