

HANDOUT 1

PLF Map Comprehension and Notes Page

4.0 Comprehension and Analysis of Age-Appropriate Text

At around 48 months of age	At around 60 months of age
Children demonstrate understanding of age-appropriate text read aloud.	Children demonstrate understanding of age-appropriate text read aloud.
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Examples	Examples
<ul style="list-style-type: none"> • In the dramatic play area, the child pretends to be a character from a familiar story. • During circle time the child reminds a peer what has just happened in a story being read aloud. • The child retells a story to peers or stuffed animals in the library center, not necessarily including all events or in the correct order. • The child names places where Rosie walked in the book <i>Rosie's Walk</i> (e.g., chicken coop, pond). • The child is able to label correctly a character's feelings when asked by teacher (e.g., "Critter was sad"). 	<ul style="list-style-type: none"> • The child uses a bucket (pail of water) and step stool (the hill) to reenact the "Jack and Jill" nursery rhyme. • The child places story picture cards or flannel board pictures in order while retelling a familiar story with peers. • The child acts out the sequence of events in a familiar story, using props and puppets. • The child responds to open-ended questions from teachers or other children (e.g., how, why, cause/effect, connecting events, prediction, and inferring). • The child is able to describe the situation and feelings that led to a story character's actions (e.g., "He yelled at them because he was mad that they took his toy").
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Examples	Examples
<ul style="list-style-type: none"> • The child demonstrates knowledge of trucks by indicating that things can be carried in the back of trucks after the teacher has read a description of jobs that trucks do. • In the block area a group of children build an airport after being read a story about airplanes and airports. • During outside play the child pretends to be a traffic officer by directing tricycle traffic after listening to or looking at a story about traffic officers. • The child communicates, "I love the giraffe. Giraffes have long necks" when listening to or looking at a book about the zoo. 	<ul style="list-style-type: none"> • The child communicates important differences and similarities of jet airplanes and propeller planes after being read a story about airplanes and airports. • The child tells about a visit to the dentist in response to a book about getting teeth cleaned at the dentist's office. • The child explains or demonstrates the steps of planting a seed after being read a book about gardening.

2.0 Children show an increasing understanding of book reading.

Focus: Personal connections to the story

Beginning	Middle	Later
<p>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	<p>2.1 Begin to engage in extended conversations in English about stories.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> Tells the teacher in Spanish how the story reminds her of an experience she has had: “Mi papá dice que yo soy su princesa.” (My dad says that I am his princess.) Brings items from home to share that are related to a storybook read aloud the previous day. Says to a peer in Vietnamese, “Con vuốt con chó, Cô Cô, một chút xíu.” (I pet a dog, Coco, just a little bit. After that, I washed my hands with soap.) during a read-aloud of a big book about animals (as reported by a bilingual assistant or interpreter). 	<ul style="list-style-type: none"> In response to hearing a book about the zoo, starts her own story with “Mommy zoo” because her mother went on a class trip to the zoo along with a small group and the teacher. Calls out during a read-aloud of a story about the dentist, “Me too! Me too!” while pointing at her mouth. Communicates, “I love cereal — not hot,” after hearing the story <i>Goldilocks and the Three Bears</i>. 	<ul style="list-style-type: none"> After hearing <i>Goodnight Moon</i>, talks about his own house, leading to a conversation with the teacher about bedtime routines and where he lives. When the teacher asks, “Has anyone seen a train? What did it look like?” says, “I saw a train. I saw a big train (emphasizing “big” and using hand gestures). It was blue. I like blue,” after a read-aloud of a storybook about a train ride.



Notes Page

<p>1. List examples that you have experienced in your class.</p>	<p>2. Create an example for 48 months and for 60 months that you could imagine observing in a child who experienced the same story.</p>	<p>3. Next steps: List strategies you could use to support the children from your examples.</p>