Early Literacy Component Crosswalk

From ECRR2 Early Literacy Components to VIEWS2 Planning Tool Domains

ECRR2 Early Literacy Components*	VIEWS2 Planning Tool Domains
Oral Language—listening skills, speaking skills, communication skills	Language Use—How to Use Words Communication—How to Talk and Share Vocabulary—Understanding and Using Words
Phonological Awareness—ability to hear and play with the smaller sounds in words	Phonological Awareness—Playing with Sounds
Print Awareness/Concepts—knowing that print has meaning, how to handle a book	Print Concepts—Connecting with Books and Stories Writing Skills--Writing
Letter Knowledge—knowing same letter can look different, letters have names and represent sounds	Alphabetic Knowledge—Exploring with Letters Writing Skills--Writing
Vocabulary—knowing the meanings of words	Vocabulary—Understanding and Using Words Comprehension—Understanding Words, Stories, Directions, Ideas, etc.
Background Knowledge: Conceptual Thinking—abstract thinking/concepts	Comprehension—Understanding Words, Stories, Directions, Ideas, etc. Alphabetic Knowledge
Background Knowledge: Content Knowledge—factual information	Comprehension—Understanding Words, Stories, Directions, Ideas, etc.
Background Knowledge: Book and Story Knowledge—Print Motivation—child's interest in and enjoyment of books and reading Background Knowledge: Book and Story Knowledge—story structure	Print Concepts—Connecting Books and Stories Language Use—How to Use Words

*Based on Section II of ECRR2 Manual

ECRR2 uses the **five practices**—talking, singing, reading, writing and playing— as activities adults can do to support early literacy. All these practices can be applied to the early literacy components to support language and literacy development (see page 2). HOW we do these activities by connecting to the early literacy components makes a difference in language and literacy development.

From VIEWS2 Planning Tool Domains
to ECRR2 Early Literacy Components and Practices

VIEWS2 Planning Tool Domains	ECRR2 Early Literacy Components/Practices
Language Use—How to Use Words	Oral Language—listening skills, speaking skills, communication skills Background Knowledge—Book and Story Knowledge: Story Structure *Practices: Talking*
Communication—How to Talk and Share	Oral Language—listening skills, speaking skills, communication skills *Practices: Talking*
Phonological Awareness—Playing with Sounds	Phonological Awareness—ability to hear and play with the smaller sounds in words *Practices: Singing, Reading, Talking, Playing*
Print Concepts—Connecting with Books and Stories	Print Awareness/Concepts—print has meaning, how to handle a book Letter Knowledge—knowing letters have names *Practices: Reading, Talking*
Print Concepts—Connecting with Books and Stories	Background Knowledge--Book & Story Knowledge: Print Motivation—child's interest in and enjoyment of books and reading *Practices: Reading*
Alphabetic Knowledge—Exploring with Letters	Letter Knowledge—knowing same letter can look different, letters have names and represent sounds Background Knowledge—Conceptual Thinking *Practices: Talking, Reading, Writing, Playing*
Vocabulary—Understanding and Using Words	Vocabulary—knowing the meanings of words Oral Language—speaking skills *Practices: Talking, Reading, Playing*
Comprehension—Understanding Words, Stories, Directions, Ideas, etc.	Oral Language—listening skills, speaking skills, communication skills Vocabulary—knowing the meanings of words Background Knowledge: Conceptual Thinking—abstract thinking/concepts Background Knowledge: Content Knowledge—factual information *Practices: Talking, Reading, Singing, Playing*
Writing Concepts—Writing	Print Awareness/Concepts—knowing that print has meaning, how to handle a book Letter Knowledge—knowing same letter can look different, letters have names and represent sounds *Practices: Writing*

SUPERCHARGED STORYTIMES