

LANGUAGE & LITERACY DEVELOPMENT IN YOUNG CHILDREN
A FRAMEWORK FOR ADULT-CHILD INTERACTION AND SUPPORT
Dorothy S. Strickland, Ph.D.

SCHOOL READINESS <i>What it is!</i>	ADULT-CHILD INTERACTION <i>What it looks like!</i>	FAMILY LITERACY SUPPORT <i>Strategies for making it happen!</i>
<p style="text-align: center;"><u>ORAL LANGUAGE</u></p> <p><i>It includes vocabulary development & listening</i></p> <p>Expectations Children should be able to:</p> <ul style="list-style-type: none"> • Listen and identify sounds in the environment such as human speech, animal sounds, music, etc. • Listen attentively to stories, music, dialogue, and discussion with others • Carry on complete and meaningful conversations with peers and adults in increasingly complex ways • Extend and expand conversations during group discussions • Use new vocabulary introduced through first hand or book reading experiences • Link new and known vocabulary 	<p style="text-align: center;"><u>ILLUSTRATIVE VIGNETTES</u></p> <p><u>Birth-2</u> <i>A six-month-old child coos to her grandmother as she is being readied for bed. Grandma talks to the baby about her pretty blanket, the nice bath, and what a beautiful child she is. Now and then grandma pauses and the child coos back. They seem to take turns and the conversation continues.</i></p> <p><u>Age 3-5</u> <i>After reading a well-loved and familiar book written in Spanish, his first language, a father pauses at predictable places and allows his child to “fill in” the words. The two enjoy reading the book together. The book is kept in a convenient place for the child to “read” alone.</i></p> <p><u>Age 6-7</u> <i>Talking is a big part of shared reading in one family where, children are encouraged to use language from the read aloud as they talk about the parts they liked best.</i></p>	<p style="text-align: center;"><u>FAMILY LITERACY PROVIDERS</u></p> <p><i>A variety of effective strategies* to strengthen parents’ understanding and capacity to:</i></p> <ul style="list-style-type: none"> * Take time to listen and respond to children * Talk <i>to</i> and <i>with</i> children not <i>at</i> them * Engage children in extended conversations about events, storybooks, and a variety of other print media * Explain things to children * Use sophisticated and unusual words in their everyday talk with children, when it is appropriate to the conversation

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<p style="text-align: center;"><u>ALPHABETIC CODE</u></p> <p><i>It includes alphabet knowledge, phonological/phonemic awareness</i></p> <p>Expectations Children should be able to:</p> <ul style="list-style-type: none"> • Recognize that alphabet letters can be named • Learn the names of 10 or more letters, including those in his/her name • Separate the words in oral sentences and the syllables in words • Separate the first sound from a word (/c/ -- /at/) orally 	<p style="text-align: center;"><u>ILLUSTRATIVE VIGNETTES</u></p> <p><u>Birth-2</u> <i>Ten-year-old big sister loves to play Patty Cake, sing chants, and read rhyming books with her baby brother, imitating what she has seen her parents do. Sometimes the family laughs when baby brother is heard attempting to sing them on his own as he plays alone.</i></p> <p><u>Ages 3-5</u> <i>Jason loves books with silly sounds, rhyme, and lots of repetition. He also loves to read his name, which mom has posted on the refrigerator. Sometimes, after reading an alphabet book, the two go on an alphabet hunt to find the letters in Jason’s name.</i></p> <p><u>Ages 6-7</u> <i>A child reads independently for 20 minutes each day at home. Afterwards, his mom has him choose one page to read aloud to her. If he hesitates at an unknown word, she gives him some time to figure it out on his own. Then, she prompts by saying, “That word starts just like ____” and “Think about what makes sense.” Sometimes they discuss what was read and compare books and stories with one another.</i></p>	<p style="text-align: center;"><u>FAMILY LITERACY PROVIDERS</u></p> <p><i>A variety of effective strategies* to strengthen parents’ understanding and capacity to engage children in:</i></p> <ul style="list-style-type: none"> *Creating sounds by singing; participating in music making *Listening for various purposes: for enjoyment, to follow directions, to engage in dialogue with others, to attend to patterns in the language *Oral language activities that are linguistically stimulating and focus children’s attention on patterns and similarities in language *Play with letters; alphabet puzzles *Shared reading with alphabet books *Experiences where letter names are linked to writing, particularly their own names and others *Work with rhymes *Language play with letter sounds *Participating in opportunities to write own name *Drawing and writing independently

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<p style="text-align: center;"><u>TEXT COMPREHENSION</u></p> <p><i>Involves the ability to listen to or read texts (books, stories, & other written material) with understanding</i></p> <p><i>Expectations</i> Children should be able to demonstrate their understanding that:</p> <ul style="list-style-type: none"> • Books and print are for reading • Print carries meaning • Print has functions and uses in daily life • Pictures and print are different but relate to one another • Background knowledge can be used to construct and interpret meaning • Knowledge about books and print can be used to construct meaning 	<p style="text-align: center;"><u>ILLUSTRATIVE VIGNETTES</u></p> <p><u>Birth-2</u> Board books, with thick pages for reading and chewing on are favorites of 15-month-old, Neala. She reads with mom and dad and on her own. With books she knows well, she takes great delight in finding and placing her whole hand on a picture as her parents call out the name of each object.</p> <p><u>Ages 3-5</u> Some of Malik’s favorite books have children in them with chocolate skin just like his. He and his father talk a lot about the stories they read. Sometimes Dad asks, “What do you think is happening in the picture?” or “What do you think will happen next?” Sometimes he reminds Malik about experiences he has had like those in the book — “Remember when . . .”</p> <p><u>Ages 6-7</u> Jenny and her mom share a wide variety of books— picture books, chapter books, books of poetry, and informational books— just to name a few. They approach them differently. Picture storybooks are read all at once. Chapter books are read over time and so are informational books, because they sometimes stop and talk about certain pages for a very long time. Sometimes they only select two or three poems to be read from a poetry book. They borrowed a book of recipes for children from the library and plan to make cupcakes.</p>	<p style="text-align: center;"><u>FAMILY LITERACY PROVIDERS</u></p> <p><i>A variety of effective strategies* to strengthen parents’ understanding and capacity to:</i></p> <ul style="list-style-type: none"> *Provide time for reading to children and talking with them about what is read *Share a variety of types of literature, including lots of informational books. Books stimulate conversations about ideas and concepts beyond everyday experiences *Make books accessible for children to return to on their own to “pretend read” — a child’s personal reenactment of the read-aloud experience

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<p style="text-align: center;"><u>PRINT KNOWLEDGE & USE</u></p> <p><i>Includes environmental print, concepts of print</i></p> <p>Expectations Children should be able to:</p> <ul style="list-style-type: none"> • Understand that print is used for various purposes • Understand that speech can be written down; letters make up words • Understand that print carries a message • Understand that illustrations carry meaning but cannot be read • Understand that books have titles and authors • Understand the concept of a “word” — letters are grouped to form words and words are separated by spaces • Understand the concept of directionality — front to back; left to right; top to bottom • Develop vocabulary to talk about print (word, letter, list, page, etc.) 	<p style="text-align: center;"><u>ILLUSTRATIVE VIGNETTES</u></p> <p><u>Birth-2</u> <i>A child turns the pages as she and her mom simply talk about the pictures in the book they are sharing.</i></p> <p><u>Ages 3-5</u> <i>A two-year-old becomes excited about a page in a magazine her father is reading. “Big Mac” she yells as she points to the arches. Sure enough, it is an advertisement for a well known fast food restaurant that she loves to visit. Her father chuckles and affirms what she recognized.</i></p> <p><u>Ages 6-7</u> <i>A six year old helps his grandfather plant tomatoes in the backyard. He helps dig the holes for the tomato seedlings and for the sticks the tomatoes will climb. He watches and listens as Pop Pop reads the directions for the fertilizer aloud. Words such as fertilizer trowel, spade, soil, and drainage are used throughout the process. Now the planting is done. In the days ahead, the two will water, watch, and wait together.</i></p>	<p style="text-align: center;"><u>FAMILY LITERACY PROVIDERS</u></p> <p><i>A variety of effective strategies* to strengthen parents’ understanding and capacity to engage children in:</i></p> <ul style="list-style-type: none"> *Observations of adults writing as they say words aloud *Participation in the composing process by contributing ideas/language for others to write down *Participation in discussions about and use of labels, signs, and other print in the environment *Observing and following along as adults track print from left to right while reading aloud *Independently browsing through books front to back *Engaging in opportunities to draw and “write” independently