

Developing Linguistically Advantaged Children

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Welcome!

(Sing to the tune of Farmer and Dell)

Let's clap our hands for (child's name)

Let's clap our hands for (child's name)

Let's clap our hands for (child's name)

You're all welcome here today!



What We'll Cover Today

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The Why's of Language

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Importance of Language

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TIERED Vocabulary

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Fostering Meaningful Conversations During Read Alouds

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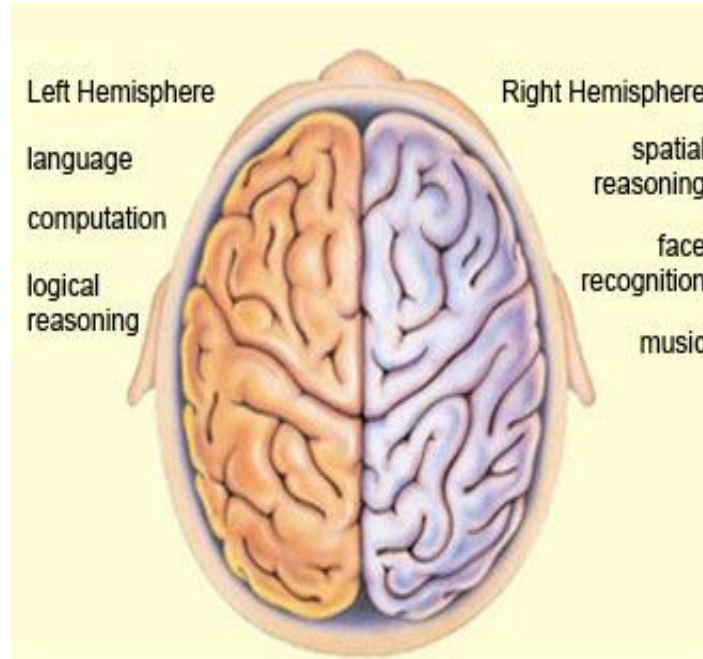
Applicable Strategies



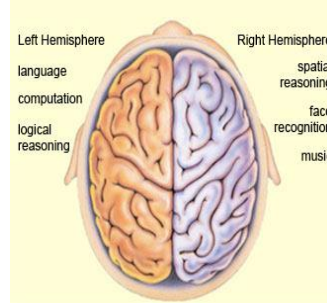
The Why's of Language



Brain Hemispheres



Brain Hemispheres



- » The brain of a three-year-old is two and a half times more active than that of an adult.
- » Brain development is contingent on a complex interplay between genes and the environment.
- » Experiences wire the brain.
- » Repetition strengthens the wiring.
- » Brain development is nonlinear.
- » Early relationships affect wiring.

Schiller-2010



Oral Language is the Foundation for Literacy Development

Oral language provides children with a sense of words and sentences and builds sensitivity to the sound system so that children can acquire phonological awareness and phonics. Through their own speech children demonstrate their understanding of the meanings of words and written materials.



Importance of Language



Language Gap into Achievement Gap

The chief culprit behind the reading achievement gap is the language gap

- Linguistically advantaged children enter 1st grade with **20,000** words.
- Linguistically disadvantaged children know **5,000** words.

Moats labels the gap ***word poverty***

Moats, 2001



BICS

Basic Interpersonal Communication Skills

Daily Interaction

Informal

Play

Social

Everyday

Concrete

Who, What, When, Where



CALPS

Cognitive Academic Language Proficiency

Critical Thinking

Formal

School

Content Specific

Abstract

Higher Order

Oral Language Components

Oral language, the complex system that relates sounds to meanings, is made up of three components: the phonological, semantic, and syntactic (Lindfors, 1987).

The **phonological component** involves the rules for combining sounds. Speakers of English, for example, know that an English word can end, but not begin, with an -ng sound. We are not aware of our knowledge of these rules, but our ability to understand and pronounce English words demonstrates that we do know a vast number of rules.

The **semantic component** is made up of morphemes, the smallest units of meaning that may be combined with each other to make up words (for example, paper + s are the two morphemes that make up papers), and sentences (Brown, 1973). A dictionary contains the semantic component of a language, but also what words (and meanings) are important to the speakers of the language.

The **syntactic component** consists of the rules that enable us to combine morphemes into sentences. As soon as a child uses two morphemes together, as in "more cracker," she is using a syntactic rule about how morphemes are combined to convey meaning.

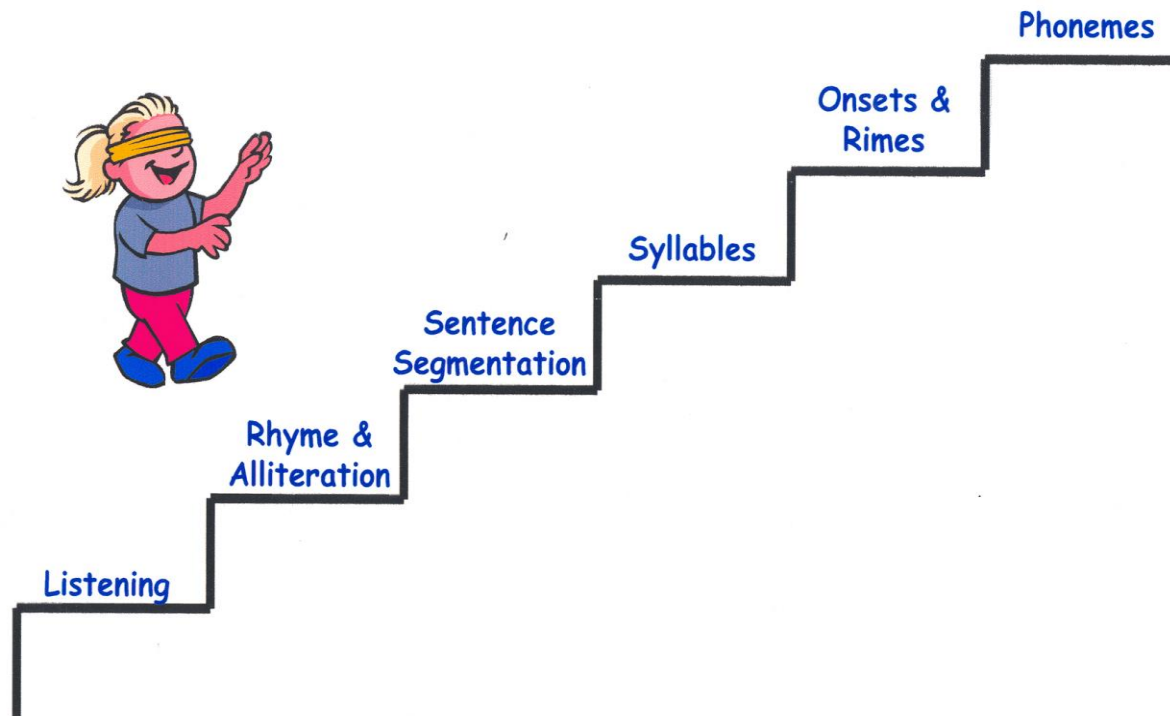


Importance of Phonological Awareness

- It is estimated that more than **90%** of students with significant reading problems have a core deficit in their ability to process phonological information.
Blachman, 2000
- These deficits can be overcome through quality instruction, which significantly accelerates students' subsequent reading and writing achievement.
- Therefore, once students demonstrate phonemic awareness and alphabet knowledge, they are ready to map speech to print.

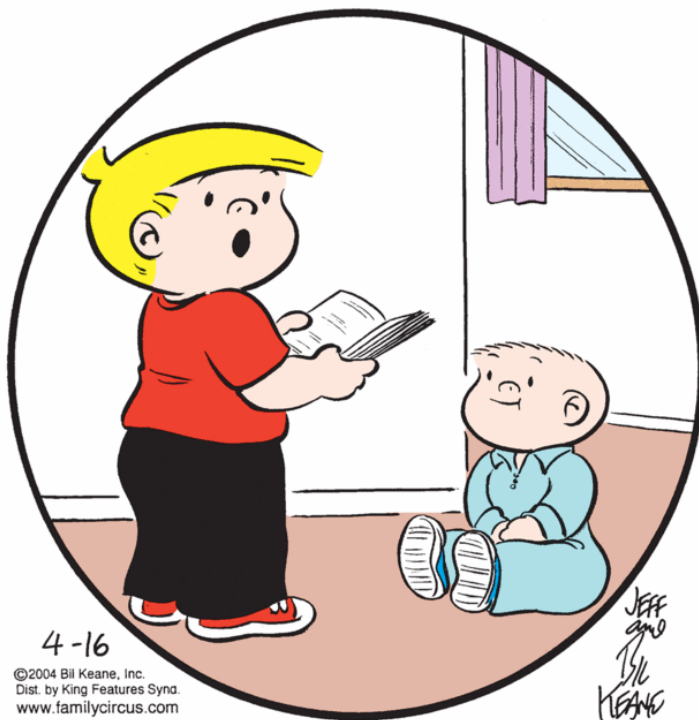


Phonological Awareness Continuum



Tiered Vocabulary





4-16

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“Is PJ still too little to have
a vocabulary?”



Vocabulary

- Vocabulary signifies more than a list of words-it is a proxy for content knowledge.
- Learning new words often involves learning new ideas and information; memorizing definitions is not the same thing.

-Stahl & Fairbanks, 1986



TIERS of Vocabulary Instruction

- **Tier One: Basic, everyday words**
- **Tier Two: More abstract words, but with high frequency and familiar concepts**
- **Tier Three: Least common words related to specific content area**

<https://youtu.be/ltSJtcoOLf0?list=PLLxDwKxHx1yISFyY0tPhNKxHOUNZeSJbh>



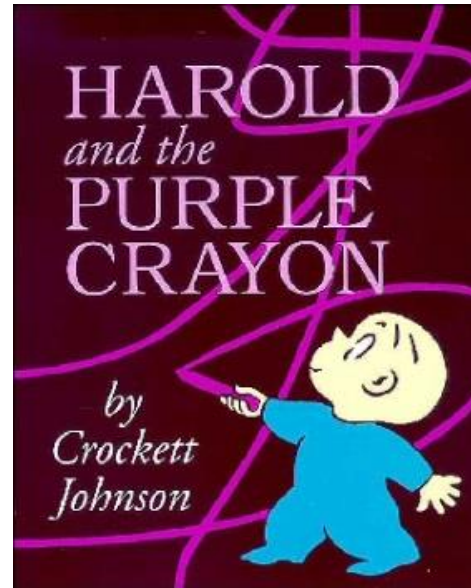
BIG

- Large
- Great
- Enormous
- Huge
- Gigantic
- Immense
- Inflated



Introduction of Vocabulary

- » Introduce the word and have child repeat.
 - » Child friendly definition
 - » Explain the word
 - » Connect the word
- INSTRUMENT
 - MURAL



Fostering Meaningful Conversations During Read Alouds



Wh Questions

Who

What

When

Where

These types of questions are
non-negotiable...
but they won't suffice.



Questioning Types/Strategies

C Completion

R Recall

O Open-ended

W Wh

D Distancing



Dialogic Reading

In dialogic reading the **child** learns to become the **storyteller**. The **adult** assumes the role of an **active listener** while increasing the sophistication of the child's oral language development.

- asking questions
- adding information
- prompting the child

[Dialogic Reading: A Shared Picture Book Reading Intervention for Preschoolers](#) by
Andrea A. Zevenbergen and Grover J. Whitehurst



PEER Sequence

Prompt

Evaluate

Expand

Repeat

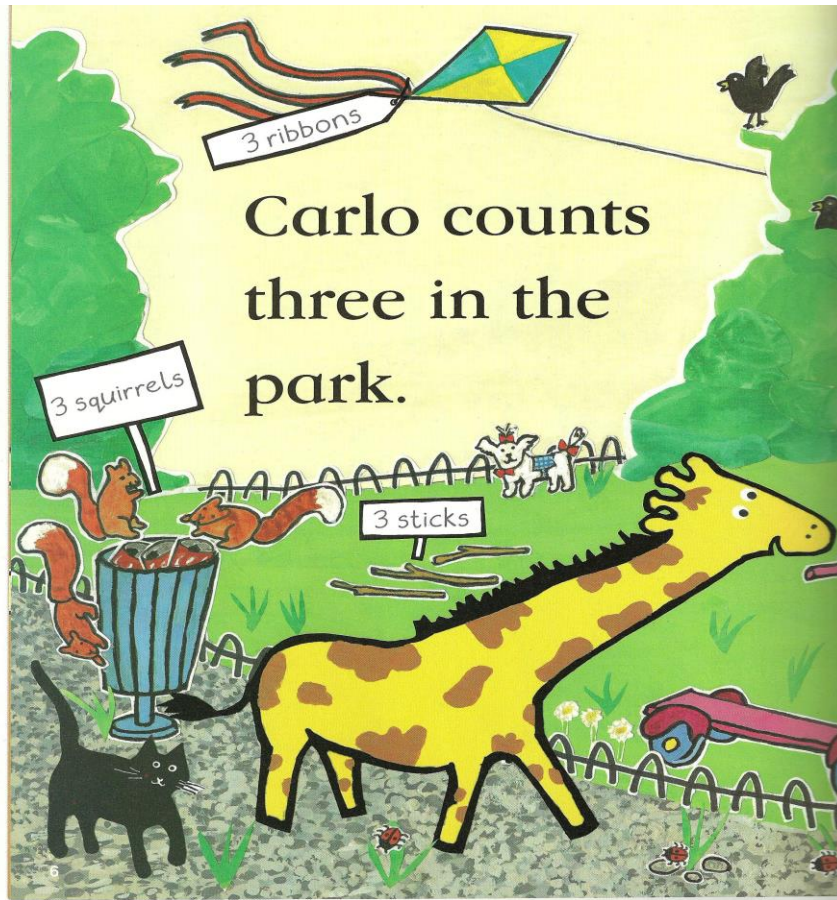


3 ribbons

Carlo counts
three in the
park.

3 squirrels

3 sticks



Additional Applicable Strategies



Common Activities

Play

Morning Message

Routines (Engagement)

Sentence Stems

Engaging Activities

Wordless Books





THE FISH IN THE POND

The fish in the pond goes,

Splish, splash. splish

Splish, splash. splish

Splish, splash. splish

The fish in the pond goes,

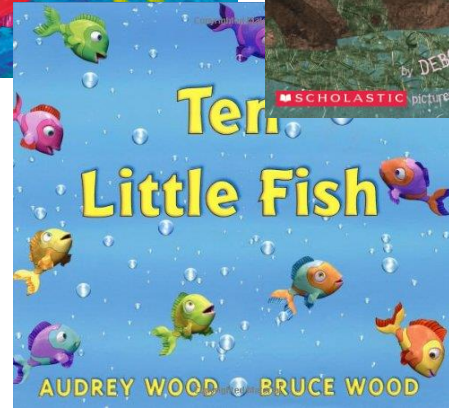
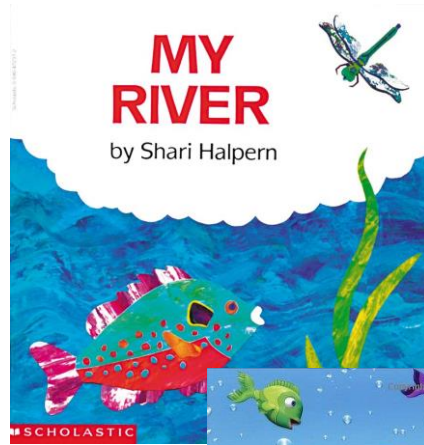
Splish, splash. splish

All morning long!

The frog in the pond goes,

Hop, hop, hop

The turtle in the pond...



How can I take this Math sorting activity and integrate Language?

Shell or Rock Science

Step 1: Gather

Step 2: Observe

Step 3: SORT

Step 4: Record(Draw)





Book Gap →

Word Gap →

Achievement Gap



FAMILIES

The amount of words parents use and the style of their conversations and interactions directly impacts children's vocabulary growth and other aspects of language development.

Hart and Risley



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