PRESCHOOL
BUILDING LITERACY ON LANGUAGE

DECONTEXTUALIZED LANGUAGE

Contextualized Language vs De-contexualized language

THEORY OF MIND

children's knowledge of **sentential complements** facilitates tom development. These contain a main clause with a verb of communication **(e.g., to say; to exclaim)** or a mental state verb **(e.g., to think; to believe),** and an embedded clause that may or may not be true.

What about interacting with others?

EMERGENT LITERACY

- the earliest period of learning about reading and writing

- children's literacy abilities depend heavily on the oral language skills

- Viewing language as an object of attention

- three important achievements in emergent literacy for preschoolers are:
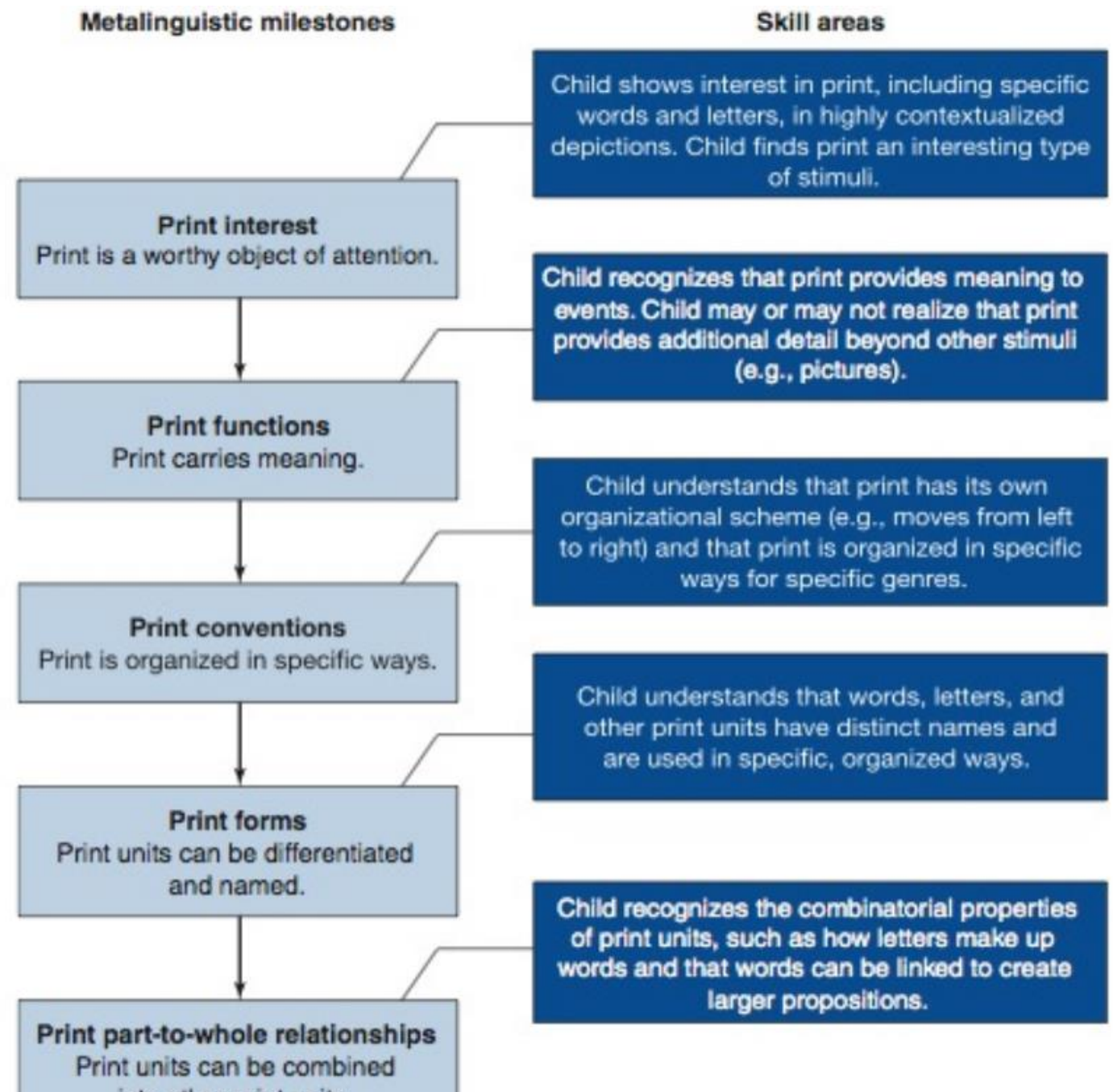
ALPHABET KNOWLEDGE

Do children know all letters in preschool years ?

By age 5 years, children are often familiar with the letters that make up their names.

Factors in letter acquisition:

1. Own-name advantage

2. Letter-name pronunciation effect

3. Letter-order hypothesis

4. Consonant-order hypothesis

PRINT AWARENESS

Metalinguistic milestones

Skill areas

Child shows interest in print, including specific words and letters, in highly contextualized depictions. Child finds print an interesting type of stimuli.

Print interest
Print is a worthy object of attention.

Child recognizes that print provides meaning to events. Child may or may not realize that print provides additional detail beyond other stimuli (e.g., pictures).

Print functions
Print carries meaning.

Child understands that print has its own organizational scheme (e.g., moves from left to right) and that print is organized in specific ways for specific genres.

Print conventions
Print is organized in specific ways.

Child understands that words, letters, and other print units have distinct names and are used in specific, organized ways.

Print forms
Print units can be differentiated and named.

Child recognizes the combinatorial properties of print units, such as how letters make up words and that words can be linked to create larger propositions.

Print part-to-whole relationships
Print units can be combined
into other print units

PHONOLOGICAL AWARENESS

PHONOLOGICAL AWARENESS SKILL	DESCRIPTION	LEVEL	DEVELOPMENTAL EXPECTATION
Word awareness	Segments sentences into words	Shallow	Early to middle preschool
Syllable awareness	Segments multisyllable words into syllables	Shallow	Early to middle preschool
Rhyme awareness	Recognizes when two words rhyme; produces pairs of words that rhyme	Shallow	Early to middle preschool
Onset awareness	Segments the beginning sound (onset) from the rest of a syllable; blends the beginning sound (onset) with the rest of a syllable	Shallow	Late preschool
Phoneme identity	Identifies sounds at the beginning and end of the word; identifies words that start with the same sound	Shallow	Late preschool, early kindergarten
Phoneme blending	Blends phonemes to make a word	Deep	Early kindergarten
Phoneme segmentation	Segments a word into its phonemes	Deep	Middle to late kindergarten
Phoneme counting	Identifies the number of phonemes in a word	Deep	Late kindergarten to end of first grade
Phoneme manipulation	Deletes, adds, and rearranges phonemes in a word	Deep	Elementary grades

WHAT MAJOR ACHIEVEMENTS IN LANGUAGE FORM, CONTENT, AND USE CHARACTERIZE THE PRESCHOOL PERIOD?

LANGUAGE FORM

- Achievements in speech Production

- grammatical and Derivational morphology

- sentence Forms

ACHIEVEMENTS IN SPEECH PRODUCTION

- Four- and 5-year-old children generally show only minimal difficulties with a few of the later-developing phonemes, includ- ing /r/ , /l/,/s/,/tʃ/,/ʃ/, /z/,/θ/and /ð/

- children may also exhibit persistent difficulties with some of the earlier-acquired phonemes when they appear in complex multisyllabic words or in words with consonant clusters.

- The phonological processes continue to diminish.

- What about receptive phonology?

GRAMMATICAL AND DERIVATIONAL MORPHOLOGY

six factors contribute to **the order** in which children acquire morphemes:

1. Frequent occurrence in utterance-final position

2. Syllabicity

3. Single relation between morpheme and meaning

4. Consistency in use:

5. Allomorphic variation

6. Clear semantic function

SENTENCE FORM

Preschoolers move from simple to more elaborate sentence patterns:

1. Subject–verb–object–adverb: "Daddy's hitting the hammer outside."

2. Subject–verb–complement–adverb: "Daddy is hungry now."

3. Subject–auxiliary–verb–adverb: "Daddy is eat

children also begin to **embed multiple phrases** and clauses into their utterances to create complex and compound sentences and to use coordinating conjunctions (e.g., and, or, but) and subordinating conjunctions (e.g., then, when, because) to connect clauses.

LANGUAGE CONTENT

- Fast mapping

- Knowledge of semantics and syntax

- shared storybook reading

- relational terms

FAST MAPPING

Many researchers view word learning as a gradual process in which word representations progressively develop from **immature, incomplete representations** to **mature, accurate, and precise representations**.

recall that children are able to acquire a general representation of a new word with as little as a single exposure through **fast mapping** (carey, 1978). after fast mapping occurs, children engage in **slow mapping,** during which they gradually refine representations with time and multiple exposures to the word in varying contexts

FAST MAPPING

Dale (1965) described vocabulary knowledge development as a **four-stage process:**
Stage 1 no knowledge of a word "I never saw it before."

Stage 2 emergent knowledge "I've heard of it but don't know what it means."

Stage 3 contextual knowledge "I recognize it in context— it has something to do with ..."

Stage 4 Full knowledge "I know it"

FAST MAPPING

Preschoolers, like toddlers, use the principle **of novel name—nameless category (n3c)** to match novel labels to nameless objects and can then fast map novel words through this process.

- the preschool years, children continue to overextend object names on the basis of the **function of other objects.**

- Preschool-age children also use knowledge about **the animacy of objects** when inferring the meaning of new words.

- another way preschoolers infer the meanings of new words is by **recruiting syntactic cues** that signal the form class (e.g., noun, verb, adjective) of a novel word.

- distinguish between Generic vs Specific sentences.

SHARED STORYBOOK READING

Variations in reading interactions with young children are related to children's receptive and expressive vocabulary abilities.

research results indicate children can learn new words through **incidental exposure** to words during storybook-reading sessions in which the meanings of target words are not discussed .

RELATIONAL TERMS

- Deictic Terms

- Interrogatives

- Temporal Terms

- Opposites

- Locational Prepositions

- Kinship Terms

LANGUAGE USE: DISCOURSE FUNCTIONS

Interpretive functions make clear the whole of a person's experience (e.g., "I was pretty scared after watching that movie.").

Logical functions express logical relations between ideas (e.g., "Let's put our boots on so our feet don't get wet.").

Participatory functions express wishes, feelings, attitudes, and judgments (e.g., "I don't like this game. Let's play a different one.").

Organizing functions manage discourse (e.g., "First we added the flour, and next we added the eggs.").

LANGUAGE USE: CONVERSATIONAL SKILLS

- Preschoolers begin **to improve their conversational skills** as they learn how to take turns in a conversation. They still have some difficulty **realizing when communication breakdowns occur** and giving listeners the appropriate amount of feedback to facilitate understanding.

- Refer to the book to read about research on conversational skills of preschoolers.

NARRATIVE SKILLS

▪**a narrative** is a child's spoken or written description of a real or fictional event from the past, the present, or the future.

▪Preschool children's narratives serve as a showcase for multiple language achievements. **How?**

▪to produce a narrative, the child **introduces a topic and organizes** the information pertaining to the topic in such a way that the listener can assume a relatively passive role, providing only minimal support to the speaker.

▪Two important types of narratives are the **personal narrative**, in which an individual shares a factual event, and the **fictional narrative**, in which an individual shares an imaginary event.

▪A **causal sequence** unfolds following a cause-and-effect chain of events. A **temporal sequence** unfolds with time (e.g., "First, we rode our bikes around the lake. next, we fed the ducks").

NARRATIVE SKILLS

Although narrative skills begin to develop as early as age 2 years, most children cannot construct true narratives with a problem and a resolution (or high point) until around age 4 years.

Children's early narratives may include only a minimal description of the participants, time, and location relevant to the event and may contain only a series of events, as in the following example.

WHAT FACTORS CONTRIBUTE TO PRESCHOOLERS' INDIVIDUAL ACHIEVEMENTS IN LANGUAGE?

- **Intra-individual Differences**

- **Inter-individual differences**