

# HEAD START CHILD OUTCOMES FRAMEWORK

## DOMAIN: LANGUAGE DEVELOPMENT

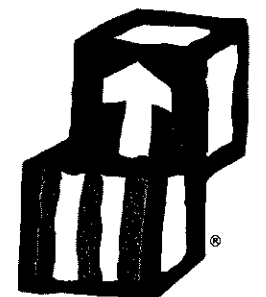
### DOMAIN ELEMENT: LISTENING & UNDERSTANDING

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems
- Show progress in understanding and following simple and multiple-step directions.
- Understanding and increasingly complex and varied vocabulary.
- For non-English-speaking children, progresses in listening to and understanding English.

## DOMAIN: LANGUAGE DEVELOPMENT

### DOMAIN ELEMENT: SPEAKING & COMMUNICATING

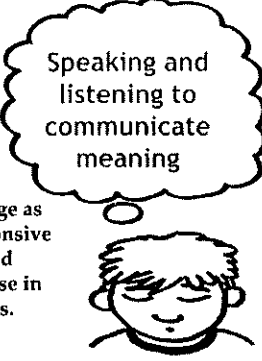
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary
- For non-English-speaking children, progresses in speaking English.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.



### What is Language Development?

Speaking and listening to communicate meaning

Children learn language as they interact with responsive adults and peers and experience language use in meaningful contexts.



LD-1

Source: Texas Center for Reading & Language Arts

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### Essential Language Systems

1. Phonology → the basic sound units of language
2. Vocabulary → words and word meanings
3. Grammar → phrases and sentences that make sense and are correct

LD-2

Source: Texas Center for Reading & Language Arts

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### Essential Language Systems

4. Pragmatics → The appropriate use of language; rules for communicating effectively in diverse social situations

Pragmatics includes:

- Rules of politeness
- Conversational skills
- Extended discourse, for example:
  - Telling a story
  - Giving an explanation



LD-3

Source: Texas Center for Reading & Language Arts

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### The Language-Literacy Connection

Language	Reading and Writing
Phonology	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Letter-sound correspondences</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Word recognition</li> <li>• Reading comprehension</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Comprehending complex written language</li> </ul>
Pragmatics <small>(with emphasis on narrative and other extended discourse)</small>	<ul style="list-style-type: none"> <li>• Listening and reading comprehension</li> <li>• Written composition</li> <li>• Understanding teacher talk</li> </ul>

LD-4

Source: Texas Center for Reading & Language Arts

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### Heaps - The first phase of word meaning

- Ideas and images loosely assembled around a word
- a jungle of connections



LD-5

Source: Kathleen Roskos, John Carroll University

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### Chains - the second phase of word meaning

- ideas and images are joined together by some feature, like links of a chain
- forest ↔ trees ↔ birds ↔ baby birds ↔ nests ↔ eggs ↔ chickens ↔ kentucky fried chicken



LD-6

Source: Kathleen Roskos, John Carroll University

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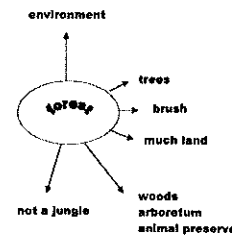
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*Nets - the third phase of word meaning*

- ideas and images are 'trapped' around a central organizer
- ideas and images are organized to show relationships



LD-7

Source: Kathleen Roskos, John Carroll University

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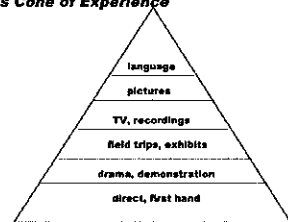
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*Experience is key!*

• Dale's Cone of Experience



LD-8

Source: Kathleen Roskos, John Carroll University

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**Averages for Measures of Parent and Child Languages and Test Scores**

Measures and scores	Families					
	13 Professional		23 Working Class		6 Welfare	
	Parent	Child	Parent	Child	Parent	Child
Pretest Score	41		31		14	
IQ Score at age 3	117		107	79		
Recordable Vocabulary Size	2,176	1,116	1,498	749	974	525
Average Utterances per Hour	487	310	301	223	176	168
Average Different Words per Hour	382	297	251	216	167	149

Meaningful Differences in the Everyday Experiences of Young American Children. By Betty Hart & Todd Risely, 1995

LD-9

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**Optimal Language Development Occurs When...**



...children have opportunities to use language frequently.

*"Children who are constantly exposed to an environment rich in oral language and who interact frequently with adults in a supportive social and emotional setting develop more facility with oral language than children lacking these opportunities."*



Morrow, Strickland, & Woo, 1998

LD-10

Source: Texas Center for Reading & Language Arts

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**Features of a Language-Rich Classroom**



Teachers in language-rich classrooms:

- Read aloud daily
- Engage children in extended, cognitively challenging conversations
- Ask open-ended questions
- Encourage children to retell stories
- Encourage children to describe events in their lives
- Discuss a wide range of topics
- Model use of new and unusual words
- Discuss word meanings

LD-11

Source: Texas Center for Reading & Language Arts

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**Features of a Language-Rich Classroom (contd.)**



In language rich classrooms, teachers:

- Challenge children to justify their thinking
- Encourage children to express ideas using complex sentences and vocabulary
- Encourage language play
- Encourage pretend play and pretend talk
- Interact with children one-on-one and in small group activities

*Children's language abilities are enhanced as the quality of conversation and the amount of one-on-one or small group interactions with children increase (NRC, 1998)*

LD-12

Source: Texas Center for Reading & Language Arts

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**Room Arrangement for Optimal Language Interaction** 

 **Small partitioned spaces promote:**

- Higher quality verbal interaction.
- Increased cooperative play.
- Greater use of language-related activities.

 **Large open spaces result in:**

- Poor language interactions.
- Less use of language-related activities.

LD-13

Source: Texas Center for Reading & Language Arts

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**Scaffolding Children's Language Development** 

**Scaffolding...** 

- guides and supports the child's language learning by building on what the child is already able to do.
- moves child from a lower to a higher level of language use.
- builds language and literacy skills in young children.
- builds English as a Second Language skill.

LD-14

Source: Texas Center for Reading & Language Arts

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**Scaffolding Children's Language Development** 

**To SCAFFOLD children's language, teachers...**

- model the use of extended language and rich vocabulary
- use questions and prompts to extend children's language
- give children adequate response time
- expand children's ideas, using new vocabulary and syntax
- request clarification
- promote questions and conversations among children
- provide feedback to encourage, interpret, and evaluate children's responses

 LD-15

Source: Texas Center for Reading & Language Arts

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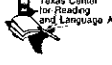
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**Language Development** 

**"The more children know about language...the better equipped they are to succeed in reading."**

*National Research Council, 1999*

LD-16

Source: Texas Center for Reading & Language Arts

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## Language Development

### LANGUAGE

#### R A T I O N A L E

Language Development helps children to:

- communicate effectively in various situations.
- extend and enrich vocabulary.
- learn grammatical structure.

#### Circle Time and Small Groups

During Circle Time children:

- listen for different purposes
- use language for a variety of purposes
- use sentences of increasing length and grammatical complexity
- use new vocabulary in everyday communication
- refine and extend understanding of known words

Small group activities provide more opportunities to:

- extend conversations
- enrich vocabulary

#### ACTIVITY 1 Pictures Need a Thousand Words

**Materials:**

Collect pictures from families of events such as birthdays, vacations, new pets, etc. or collect photos from magazines or children's drawings.

**Procedure:**

- Have the child choose a picture or use his personal drawings.
- Build on what the child says by using scaffolding questions to help extend his language.

Ex: Who/what is in the picture?

What is happening here?

Have you ever ...?

What do you think would happen if ...?



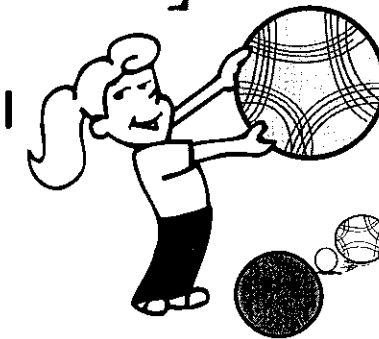
#### ACTIVITY 2 Show & Tell

**Materials:**

Child brings an object from home

**Procedure:**

- One child brings an object from home and shares information about it. (This could be used as part of "Special Person of the Week" described in the Letter Knowledge section.)
- Teacher models and scaffolds open-ended questions and prompts to assist the child in describing the object (i.e., reinterpret, rephrase, and extend children's language.)
- Child responds to other children's questions, interests, and need for background knowledge.



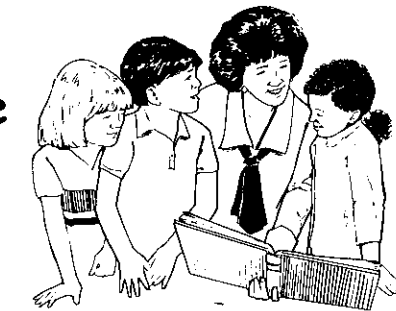
#### ACTIVITY 3 Sharing Time

**Materials:**

Children bring family photos, drawings, or book

**Procedure:**

- Teacher models personal narratives and story structure (beginning, middle, end) for the children.
- Child shares his personal photo and relates meaningful event or experience.
- Teacher scaffolds (models) with open-ended questions to extend the child's narrative.
- Other children are encouraged to ask questions.



#### ACTIVITY 4 News of the Day

**Materials:**

Chart paper

Markers

**Procedure:**

- Children share and describe important events in their lives.
- Refer to "News of the Day" in Written Expression for more details.



## ACTIVITY 5 Read Alouds

Read alouds help children to build background knowledge about different topics, vocabulary, and narrative skills.

### Materials:

Book

### Procedure:

- Teachers use open ended questioning strategies to enhance and extend children's conversations about books.
- Information is available in the Read Aloud section.



## ACTIVITY 6 Wordless Picture Book

- Teacher shows children the pages of the book.
- Teacher asks scaffolding questions to elicit responses from children.
- Discuss what could be in the picture.
- Children could make up their own words to go with the wordless book.
- Teacher writes down what the children say.



## ACTIVITY 7 Story Retell

The dramatization and acting out of stories helps to build children's vocabulary and increases their comprehension.

### Materials:

book  
felt board  
puppets  
story props, etc.

### Procedure:

- Teacher reads the story.
- Teacher models the retelling of the story with the materials.
- Teacher guides children in retelling the story.
- Children retell the story independently in centers.



## ACTIVITY 8 Roll and Tell

### Materials:

Cube with pictures attached. The pictures depict vocabulary words the children are learning.

Ex: Animals, home objects, transportation words

### Procedure:

- A child rolls the cube and identifies the picture that is on top. The teacher can scaffold the child to extend through descriptions, etc.
- Children take turns rolling the cube and identifying the pictures.
- Children play the game independently in centers.

## ACTIVITY 9 What's in the Bag?

### Materials:

Bag with theme related objects

(Ex: For a construction theme you might gather a hammer, pliers, screwdriver, etc.)

### Procedure:

- One child chooses an item from the bag, names the item and tells what he knows about the object.
- Teacher builds on the child's description by scaffolding.

Ex: What is this?

What do you use it for?

Have you ever used one?

## ACTIVITY 10 Simon Says

### Materials:

None

### Procedure:

- Teacher gives a command
- Children listen to and follow simple and later multiple step directions.
- The teacher uses this activity to reinforce categories of vocabulary words such as body parts and action words.

Ex:

Simon says, "Touch your nose."

Simon says, "Touch your elbow."

Simon says, "Touch your toes."



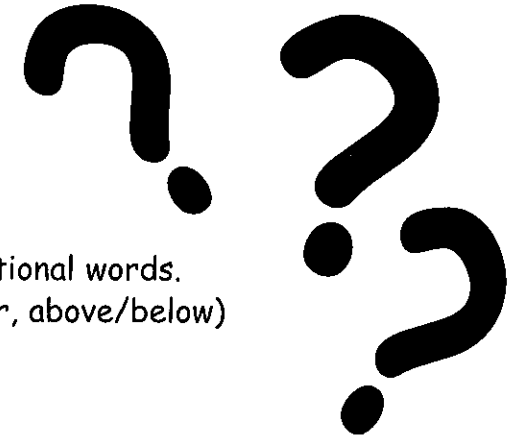
## ACTIVITY 11 Where is it?

**Materials:**  
 Objects related to a theme can be used to teach positional words.  
 ( on/off, behind/in front of, beside, under, over/under, above/below)  
 Ex: Farm theme: pig and a barn  
 Insect theme: butterfly and a plant

**Procedure:**

- Each child has both objects to use for positioning.
- The teacher instructs the children where to position the objects.

Ex: "Place the pig in the barn. Now, take the pig out of the barn."



## ACTIVITY 12 How Am I Feeling?

**Materials:**  
 Book about feelings

**Procedure:**

- Read book to children
- Lead children in discussing what makes them mad, glad, sad, etc.

**Extension:**  
 Children draw/write about feelings. Teacher takes dictation and makes a class book.



## ACTIVITY 13 Talking about Concepts

**Materials:**  
 various materials that relate to concept  
 (or topic of study being taught)

**Procedure:**  
 In small groups, the teacher will:

- discuss new vocabulary.
- describe the vocabulary.
- discuss sequence of the experiment.
- encourage children to predict what will happen.

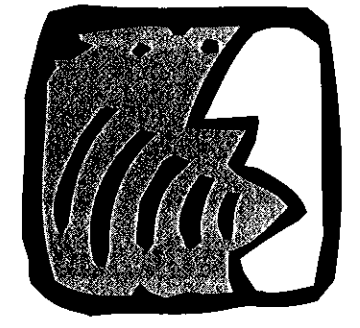
E.g. Mixing Colors

**Materials:**

- 6 clear plastic cups
- red, yellow, and blue food coloring
- eye dropper for each child

**Procedure:**

- Pour water into 3 clear cups  
 Teacher commentary might include: "First, I'll begin by filling these cups."  
 "Second, we will add some food coloring to color the water."
- Squeeze several drops of food coloring into each cup of water using primary colors.  
 Teacher commentary: "What color do you think the water will be when I use this color? What will happen if I add some more drops to the water? What could we use to mix it with?"





## CENTERS

Center time is rich with opportunities for oral language and literacy development through peer interaction, teacher scaffolding, play, and exploration.

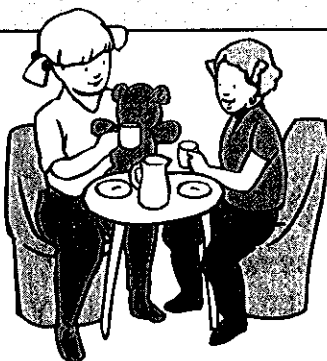
### Dramatic Play Center

Children who engage in lots of pretend play and pretend talk in preschool tend to have better vocabularies in kindergarten.

#### The teacher:

- selects the center idea based on topic of study.
- develops topic using related props and materials.
- models play dialogue and scenarios by participating in children's play.
- observes and interacts with children to monitor their progress.
- encourages child-to-child conversations.

(Texas Center for Reading and Language Arts)



### Veterinarian's Office example

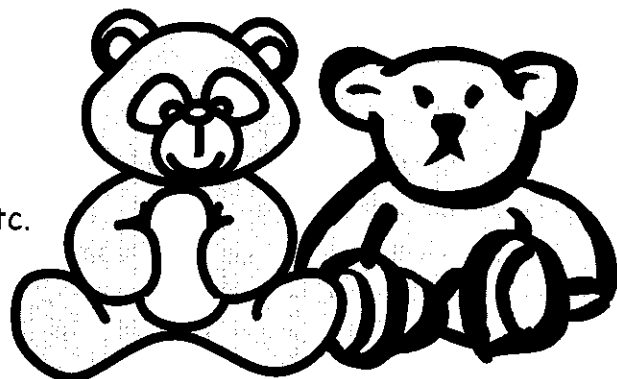
This dramatic play scenario can be adapted to other real world settings. Be creative.

#### Materials:

- Stuffed animals
- Doctor tools/instruments
- Pet items such as dog bowl, leash, brush, etc.
- Pet pamphlets
- Literature about pets

#### Procedures:

- Introduce the center to the children by talking about the setting, props, and what could happen.
- The teacher models and interacts with the children to encourage them to examine pets, groom animals, take appointments, and other activities that would happen at the Vet's office.



## Content-Area Centers

Topic related concepts and vocabulary words may be reinforced through the use of content-area centers in science, math, and social studies. At these centers, children explore topics of interest and related objects. Remember to include children's cultures and communities to connect their experiences and ideas with others.

- Include interesting artifacts
- Teach related words and concepts
- Display oversized list of content-area vocabulary
- Display related information books and children's literature (Texas Center for Reading and Language Arts)

### Creativity Station example

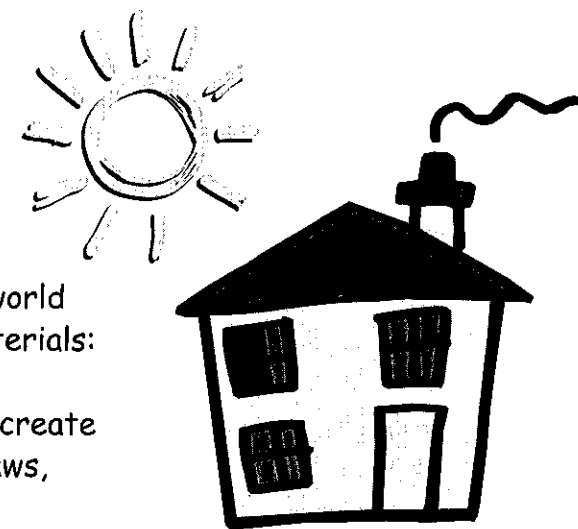
Theme: Homes/Houses

#### Materials:

- Books showing houses around the world
- Examples of different building materials: bricks, lumber, sticks, etc.
- Materials that children can use to create different houses: Styrofoam, straws, toothpicks, craft sticks, glue, etc.

#### Procedure:

- Teacher reads book with children and dialogues about different types of houses, parts of homes, etc.
- Teacher places books and picture of different types of homes into the Creativity Station.
- Teacher interacts with the children as they create their homes.
- Teacher encourages children to discuss different homes with each other.





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