Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 4775: Language and Language Arts in Early Childhood



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Phone: 217-581-5728 (Messages Only)
Class Meetings: **8:00-9:40 a.m. Tuesday and Thursday**
Semester: Fall 2016

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: Normal language development in the young child, Techniques for specific language art skills in preschool and primary teaching. Assessment of pupil growth and achievement in language.

Prerequisites: ELE 3225 or permission of department chair. University Teacher Education and department requirements for enrollment must be met. Co-requisites: ELE 3250 and ELE 3281.

Course Purpose: The purpose of this course is to present content on language acquisition and development for the young child. Strategies for implementing language arts lessons and activities are a major focus of the course. Content on the communication areas of listening, speaking, reading, writing, and the visual arts are included as well as children's literature, media influences, and English Language Learners. (3-0-3)

Course Textbooks:
Machado, J. M. (2016). *Early childhood experiences in language arts: Early Literacy. (11th ed). Boston: Cengage.*

Supplemental Materials: None

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp10-13).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:
Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx

Outcomes specific to ELE 4775:
Teacher candidates enrolled in this course will:

1. Apply writing skills, including writing from sources, to communicate in a variety of forms (explanatory or informative/argumentative/narrative) for diverse audiences and purposes.

2. Build knowledge on a subject through research projects and respond analytically to literary and informational sources as they become adept at synthesizing information evaluating sources.
3. Apply current technologies and writing, spelling and drawing process as a means to collaborate and analyze children's developmental literacy levels.
4. Build interconnections among reading, writing, listening, speaking, viewing, and visually representing in order to analyze and synthesize a multitude of ideas in various domains.
5. Apply research-based criteria for selecting and evaluating instructional materials.
6. Become productive members of the educational community by effectively participating in a range of conversations and collaborating with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
7. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
8. Apply knowledge of language to identify how language functions in different contexts, to make effective choices in regard to meaning or style, and to comprehend more fully when reading, listening, speaking or writing.
9. Demonstrate knowledge of the nature of language systems (i.e., phonological, syntactic, semantic, and pragmatic).
10. Use the New Illinois Learning Standards (NILS)/Common Core Standards (CCSS) while developing lessons for the integrated thematic unit.

Course Requirements	Demonstrated Competencies	Aligned Standards
Integrated Thematic Unit/Author Study	Performance includes a research paper about an author using multiple data sources and an integrated thematic unit with activities in reading, narrative writing, math, science, social studies, and the arts aligned to the NILS/Common Core using one trade book written by the author and a list of reference materials. Students critique the book regarding cultural appropriateness and differentiated instruction and will share information in a 5-10 minute oral presentation	IPTS 1B, 1C, 1E, 1G, 2C, 2D,2I,3A,3B, 6G,9A ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 1a,1c, 3,5a,5b,5c,6c SEL: 2C.5b, Dispositions: IWS, EC, PTSL, SDE
Language Acquisition Chart	Performance includes the development of a chart demonstrating understanding of language acquisition, from prenatal to age 8. Focus of the chart is on expressive and receptive language at all stages and ages of development.	IPTS 1A, 1C,2A,2H,3C,6C, ACEI 1,2.1,3.1,3.2 NAEYC 1a,1c,4b,5a,5b,5c SEL: 2C.5a, Dispositions: PTSL
Participation	Performance includes participating in class discussions, evaluating best practices and research-based materials, reading assigned readings, and listening to peers with respect.	IPTS: 1B, 1F, 9A, ACEI 5.1, 5.2 NAEYC 5a, 5b, 5c,.6a, 6b, 6c, 6d, 6e, SEL:1C.5b, 2A.5a, 2B.5a, Dispositions: IWS, EC, PEP, SDE
Letter to Parents	Performance includes writing a letter to parents about literacy instructional practices in the classroom and home. Emphasis is on communicating information to design learning experiences in a friendly yet professional manner.	IPTS: 1A, 1B, 1C, 3F, 5B, 5C,8A, 8B,8D, 9E, ACEI 5.2 NAEYC 2a,2b,2c,3d,4a,6e SEL:1C.1a, 1C.1b, Dispositions: PEP, EC, PTSL,

Exams/Quizzes/ Assignments	The exams consist of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	IPTS :1B, 1C, 1E,2A, 2B, 2D, ACEI 5.1 NAEYC 5a,5b,5c,6b,6c SEL:3A.5b, Dispositions: EC
Drawing and Writing Sampling	Students will assess five drawing and writing samples from a child between the ages of two and eight years to recognize the relationships among reading, writing, and oral communication. Performance includes identification of the level of drawing, writing, and spelling for the child, based on the work of Lowenfeld, Clay, and Gentry with respect to the NILS/ Common Core Standards.	IPTS: 1C, 2A,2C, 6D, 6F, 7A, 7B, 7D, 7E, ACEI 2.1,4,5.1 NAEYC 1a, 1c, 3a,3b,3c,4b,5c SEL:3C.5b, Dispositions: IWS, PEP, PTSL, SDE

Core Assignments	**Brief Description**	**Points/Due Date**	**Approximate Weight**
Integrated Thematic Unit/Author Study	A comprehensive well-researched paper and oral presentation on an author of children's books. This thematic collection of lessons and activities will integrate multiple early childhood disciplines and all of the six language arts while concentrating on a specific theme. Three to five of these lessons need to be designed around a central focus based on the guidelines from Task 1 of the Early Childhood edTPA Handbook. The objective for the unit is to have early childhood students improve their language skills participating in learning activities from various content areas. Academic vocabulary and text dependent questions must be included as part of the unit.	100 pts. Due October 18, 2016	30%
Language Acquisition Chart	A chart of language milestones for young children.	25 pts. Due September 22, 2016	10%
Letter to Parents	An informative letter to parents about their role in their child's literacy development	25 pts. Due December 8, 2016	15%
Midterm/Final	The exam consists of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	100 pts. October 20, 2016 100 pts. December 12	30%
Participation	Student participation in class.	Ongoing throughout semester	5%
Drawing & Writing Sample	Students collect five samples of drawing, writing and spelling.	25 pts. Due December 1, 2016	10%

Graduate Student: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the author study to include five texts from the chosen author and a 10 minute presentation. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.	To be determined

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Reading Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Instructor's Policies:

Grading Scale: 100%- 93%= A, 92%-84% = B, 83%-75% = C, 82%-66% = D, 66%- below= F

COURSE OUTLINE

Week 1 Course Overview Syllabus and Beginnings of Communication (chap. 1)
(Acredolo,L., & Goodwyn,S. 1985; Bardige, B.S. 2009; Chomsky, N. 1968; Garman, C. G., & Garman, J. F. 1992;Garvey, C. 1984;Genishi, C. 1988; Vygotsky, 1962).

- Theories, principles and practices of emergent literacy including speaking and listening and their relationship to the developmental processes of reading and writing
- Understanding the foundational role that literacy and language play within the classroom environment and across the content areas.
- Understanding language development, the sequence of stages in language acquisition, including influences that affect language growth.
- The communicative role of the features of language (including the four cueing systems of graphophonemic, syntactic, semantic and pragmatic) in language experiences.
- Social interaction and social discourse underlie all learning in literacy
- Genetic inheritance and emerging behaviors
- Theories and stages of language acquisition
- First words and toddler speech
- Oral language play and experimentation with language
- Monitoring infant development

Week 2 The Tasks of the Toddler (chap. 2)
(Vygotsky, 1962; (Acredolo,L., & Goodwyn,S. 1985; Bardige, B.S. 2009; Chomsky, N. 1968.)

- Phonology, syntax, semantics, pragmatics
- Attachment and development of language skills
- From egocentric speech to inner speech
- Symbolic gesturing
- First sentences
- Characteristics of toddler language

Week 3 Preschoolers (chap. 3)
(Vygotsky, 1962; Acredolo, L., & Goodwyn,S. 1985; Bardige, B.S. 2009; Chomsky, N. 1968; Christ, T., & Wang, X.C. (2010, July).

- Understanding the characteristics of preschooler speech
- Understanding language differences in younger and older preschoolers
- Understanding and facilitating the growth of language during preschool years
- Word meanings
- Expressive and receptive vocabulary
- Formation of questions
- Categories in children's thinking
    - Overextension

    - Commentaries/self-talk
    - Repetition
    - Lack of clarity
- Importance of play in language growth
- Metalinguistic awareness

Week 4 Growth Systems Affecting Early Language Ability (chap. 4)

- Physical growth
- Perception
- Cognitive development
- Emotional growth

Week 5 Understanding Differences (chap. 5)

- Child-focused and child-sensitive approaches
- Fostering Standard English and supporting ELL
- Theories, stages and processes of first and second language development
- Working with dialect- and non-English speaking families
- Cultural differences and promoting acceptance
- Program planning for second-language learners
    - Building upon children's skills in their home language to develop language and literacy skills that are transferable to English
    - Transfer of literacy competencies from first to the second language for ELL in regard to functions of print (concepts about print and text; use of illustrations; and graphic representations; use of oral language; play and experimentation with language; and sound symbol relationships)
    - Transference of text competencies from the home language to English for bilingual children
    - Using home language vocabulary to develop and expand English vocabulary for English learners
    - Providing a wide range of high-quality diverse literature and informational text that address the interests, social, cultural and language background of children at levels appropriate to their development
- Speech-language disabilities and problems
- Strategies for working with children with disabilities and special needs
- Advanced language achievement

Week 6 Achieving Language and Literacy Goals through Program Planning (chap. 6-7) and Creating an Environment to Support Language/Literacy Development (chap. 18)

- Language arts instruction-historical roots
- Early Literacy /literacy goals- skills and knowledge
- The teacher as a model
    - Evaluates the components of a comprehensive curriculum that develops children's language and literacy skills/strategies and ensures that instructional goals are met
    - Designs a literacy rich environment incorporating authentic, diverse, inclusive and DAP materials and experiences
    - Provides an environment that is safe, encourages children, and allows them to be comfortable taking risks.
    - Understands motivation and engagement and the use of the gradual release-of-responsibility approach to design learning experiences that build children's self-direction and ownership of literacy learning.
    - Establishes classroom routines that promote independence, self direction, collaboration and responsibility for literacy learning
    - Uses strategic combinations of flexible groupings (individual, group and whole class) to meet the learning needs of each child
    - Incorporates children's choices in choosing literacy materials and activities
    - Builds collaborative classroom community that supports and engage children in ELA
- Federal legislation affects language arts curricula
    - Illinois Early Learning and Development Standards
    - NILS/CCSS –age level/grade level benchmarks of development and application
- Evidence –based practices to plan, evaluate and modify instruction including reviewing current research in ELA
- ZPD/Scaffolding
- Visual Literacy (Burmark, L. 2002).

Promoting Language and Literacy and Creating DAP language and literacy rich classroom environments

- Designing a language arts program

- Design features of literacy environments
- Effective learning centers
- Designing learning experiences
- Implementing a balanced language arts program

Week 7 Developing Listening Skills (chap. 8) (Brent, R., & Anderson, P. 1993)

- Research on listening
- Types of listening
- Appreciative, Purposeful, Critical, Discriminative, and Creative Listening Activities
- Teaching techniques that promote good listening habits
- What impacts listening?
- Phonological Awareness - recognition of phonemes and the sound structure of words. (Brady,S., Fowler, A., Stone, B., & Winbury,S. 1994; Ehri, L. C., & Nunes, S.R. 2006).
    - Identifying rhymes
    - Sounds in environment
    - Discriminating phonemes
- Phonological Awareness and its relationship to reading and writing proficiency
- Phonemic Awareness skills including word and letter patterns; rhyming; initial; middle and ending sounds; syllables; onsets and rimes.
- Activities to develop phonemic awareness

Week 8 Print and Early Knowledge and Emerging Interest (chap. 16)

(Clay, M. 1975; Gentry, J.R. 1997; Gardner, H. 1980; Lowenfeld, V. 1947).

- Research in writing development
- Stages of writing including sound/symbol relationships
- Providing opportunities to demonstrate how ideas, thoughts, and language can be represented by pictures and/or text
- Print awareness and fine motor development (Organization and basic features of print/ Coordination/ Cognitive Development)
- Theory and stages of drawing
    - Drawing experience
- First alphabets/handedness
- Environmental print
- Instruction in creating a text (oral or written)
- Instruction in producing writing with organization, development, substance and style
- Providing feedback for written work to guide the process of children's revising and editing of their own work
- Informative and explanatory text
    - Introduce topic
    - Supported by logically ordered facts
    - Definitions
    - Details
    - Examples
    - Quotations and other types of information
    - Precise language
    - Academic vocabulary and appropriate transitional devices
    - Conclusion with a statement that relates to the topic
- Narrative Writing and writing from sources as related to NILS/ Common Core
    - Based on real or imagined experiences or events
    - Introduces a narrator and or characters
    - Uses dialogue
    - Description and pacing to develop and organize a sequence of events
    - Uses concrete words, phrases
    - Sensory details
    - Transitional devices
    - Conclusion that follows from the experience or events
- Opinion or Argument on Topic
    - Supports the opinion with information and reasons based on facts and details
    - Uses appropriate transitions
    - Concludes with a statement supporting the opinion

- Conducting Research projects as developmentally appropriate
    - Evidence drawn from multiple sources- including how to select and develop topics
    - Information from a variety of sources- including the internet
    - Synthesize paraphrase, and summarize information
    - Quote and cite sources

Week 9 Spelling (Gentry, J.R. 1997;)

- Theory and developmental stages of spelling
    - Invented spelling(developmental spelling)
    - Young children's understanding of the orthographic-phonological system including letter-sound relationships and spelling patterns and their relationship to pronunciation and developmental spelling
- Teaching Methods- Variety of Spelling Activities
- Differentiating and modifying spelling instruction for struggling learners including ELL

Week 10 & 11 Children, Books and Reading (chap 9 & 17)

(Bennett-Armistead, B.S., Duke, N.K., & Moses, A.M. 2005; Cowen, J.E. 2005; Cunningham, J.W., & Creamer, K.H. 2003; Ehri, L. C. 2002).

- Brief history of children's literature
- Theories, principles and practices of emergent literacy
    - Stages of reading development from birth to grade 2
- Reading books to young children (Read aloud and shared reading experiences)
- Choosing quality books using quantitative, qualitative and individual factors that affect text complexity including culturally diverse literature
    - How to estimate developmentally appropriate levels of text
    - Engaging children in social discourse about texts as a means of scaffolding their understanding of complex text
    - Recognizing text features that may challenge readers' understanding (Prior Knowledge, assumptions, unfamiliar vocabulary, sentence complexity, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, literary devices or data)
- Strategies to develop fluency, high frequency words and reading comprehension
    - Modeling fluent language use in dialogue and in print sources
    - Providing DAP introduction to and modeling of and instruction on close reading of text including identifying key ideas and details, structure and illustrations
    - Concepts of Print, book knowledge and narrative structure evidenced in picture reading, story-telling and retelling of a story
    - Models and engages children in high level, text dependent topics and ideas requiring complex thinking, understanding inference, application, evaluation, analysis, synthesis, persuasion and evidentiary argument
    - Text Dependent Questions as related to NILS/ Common Core
- Picture books as a basis for theme instruction/ Literature Based Curriculum
- Engaging children with various genres or forms of literary and informational text including authentic resources
    - Exposure to text with various organizational structures, literary devices, rhetorical features, text features and graphics
    - Informational text
    - Models and supports children's developmentally appropriate use of literary elements and text features across multiple genres and disciplines in age-appropriate text to develop word consciousness
- Emerging word recognition
    - Text awareness and emergent reading behaviors in young children for exploration of sound-symbol relationships including implicit and explicit instruction of word identification strategies
    - Structural analysis (e.g., syllabication, affixes, root words) for decoding unknown words in language experiences for children
- Vocabulary growth
    - Using content specific vocabulary and decontextualized language to develop children's understanding of concepts, content, skills and processes
    - Models and engages children in developmentally appropriate practice of comparing multiple texts and evaluating and synthesizing information between and across texts to support understanding of topic
    - Uses information about children's individual experiences, families, cultures and communities to create meaningful vocabulary learning opportunities and enrich instruction for all children
    - Engages children in using a wide variety of strategies and materials for developing and expanding vocabularies

    - Academic vocabulary (NILS/Common Core Tier 1, Tier 2, Tier 3 Vocabulary; edTPA academic vocabulary)
- Reading Recovery Program

Week 12 Storytelling, Flannel (felt) Boards, Activity Sets and Poetry (chap. 10,11,12)
(Jalongo, M. R.,1988)

- Storytelling and literacy
    - Telling stories without books
    - Using picture books for storytelling
    - Other sources for stories
- Flannel board construction and activity sets/ presentation
- Poetry and early reading ability
    - Poetry selection and elements
    - Teacher activities and techniques for teaching poetry

Week 13 Realizing Speaking Goals (Chap. 13, 14, 15)
(Acredolo,L., & Goodwyn,S. 1985; Bardige, B.S. 2009; Chomsky, N. 1968; Garman, C. G., & Garman, J. F. 1992;Garvey, C. 1984;Genishi, C. 1988; Vygotsky, 1962).

- Opportunities for social discourse during individual, whole and small group discussions and use of appropriate social conventions (eye contact, body language and turn taking)
- Speech in play and routines
- Planning group time/ small group/or circle time
- Providing a variety of developmentally appropriate oral language and listening activities (following directions, asking and responding to questions, conveying information and ideas, describing feelings, arguing and persuading)
- Models and guides children in presenting ideas, opinions and information using facts and relevant details to support main ideas
- Daily Conversations and supporting children's use of conventions of grammar and language of wider communication
- Models fluent language use in dialogue and in numerous and varied print sources that encourages children's developing use of fluent oral language and questioning skills
- Dramatic Play
    - Beginning drama experiences
    - Finger play and puppetry
    - Dramatizing fairy and folktales
    - The teacher's role in dramatic play

Week 14 The Parent Partnership and Media Influences and Technology (chap. 19)

- Families and Child Literacy
- Parent Guidelines for Literacy and Language Development
- Research on television viewing and violence in the media
- Home –School communication
- Research based literacy strategies (educational television and literacy; internet based communication; interactive storybooks; audio books; speech-to-text software; captioned video and production of oral and written texts)

Week 15 Documenting Children's Progress in the Language Arts (Clay, M. 1993; Salinger, T. (2001).

- Overview of assessment-
- Literacy assessment continuum (e.g., informal, observational, performance-based, standardized, diagnostic measures, universal screening, curriculum-based and progress monitoring)
- Testing bias
- Using assessment to inform instruction
- Assessment Procedures-recognizing assessment purposes, strengths and limitations
- Organizing and reporting assessment information

All information in this syllabus should be considered subject to change based upon professional discretion.

Academic Integrity
"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a

campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 4775 References
***Denotes Unit Conceptual Framework References**
**** Denotes References for Course Specific Theorists/Researchers**

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** Chomsky, N. (1968). *Language and mind.* New York: Harcourt, Brace, and World.

**Christ, T., & Wang, X.C. (2010, July). Bridging the vocabulary gap: What research tells us about vocabulary instruction in early childhood. *Young Children.* 65(4) 84-91.

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Course Specific Glossary:

1.	**accommodation**- the process by which new experiences or events change existing ideas or thought patterns.
2.	**acuity**- how well or clearly one uses the senses; the degree of perceptual sharpness.
3.	**alliteration**- repetition of beginning consonant sounds.
4.	**alphabetic principle**-the awareness that spoken language can be analyzed as strings of separate words and that words, in turn, as sequences of syllables and phonemes within syllables.

5. **assimilation**- the process that allows new experiences to merge with previously stored mental structures.
6. **auditory processing**- the full range of mental activity involved in reacting to auditory stimuli, especially speech sounds, and in considering their meanings in relation to past experiences and to their future use.
7. **auditory-** relating to or experienced through hearing.
8. **babbling**- an early language stage in sound production in which an infant engages in vocal play with vowel and consonant sounds, including some sounds not found in his or her language environment.
9. **behaviorism-**the theoretical viewpoint, espoused by theorists such as B.F. Skinner, that behavior is shaped by environmental forces, specifically in response to reward and punishment.
10. **cluttering-** rapid, incomplete speech that is often jerky, slurred, spoken in bursts, and difficult to understand; nervous speech.
11. **cognition-** the process that creates mental images, concepts, and operations.
12. **communication-** the giving (sending) and receiving of information, signals, or messages.
13. **consonant-** (1) a speech sound made by partial or complete closure of the vocal tract which obstructs air flow; (2) an alphabet letter used in representing any of these sounds.
14. **constructivist theory**-a theory such as that of Jean Piaget, based on the belief that children construct knowledge for themselves rather than having it conveyed to them by some external source.
15. **convergent thinking-**the process of analyzing and integrating ideas to infer reasonable conclusions or specific solutions from given information.
16. **cooing-** an early stage during the prelinguistic period in which vowel sounds are repeated, particularly the u-u-u sound.
17. **dialect-** a variety of spoken language unique to a geographical area or social group. Variations in dialect may include phonological or sound variations, syntactical variations, and lexical or vocabulary variations.
18. **dialogue-**a conversation between two or more persons or between a person and something else.
19. **diction-**clarity of speech; enunciation.
20. **discourse skills-**refers to using language in structured ways to go beyond basic conversation, for example, telling a story, explaining a procedure, creating a fantasy, dictating ideas, and elaborating to provide greater understanding.
21. **divergent thinking-** the process of elaborating on ideas to generate new ideas or alternative interpretations of given information.
22. **dual coding-** the belief that infants' experiences and emotions influence cognition.
23. **early literacy-** speaking, listening, print awareness and writing behaviors, reading of alphabet letters and words, and other skills that evolve and change over-time, culminating in conventional literacy.
24. **echolalia-**a characteristic of the babbling period. The child repeats (echoes) the same sounds over and over.
25. **equilibrium-** a balance attained with consistent care and satisfaction of needs that leads to a sense of security and lessens anxiety.
26. **expressive (productive) vocabulary**- the vocabulary a person uses in speaking and writing.
27. **fable-** a short tale in prose or verse that teaches a moral, usually with talking animals or inanimate objects as main characters.
28. **fairy tales-** folk stories about real-life problems, usually with imaginary characters and magical events.
29. **fiction-**imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue or merely describe.
30. **genre-** a category used to classify literary works, usually by form, technique or content.
31. **grammar-**the rules of a specific language that includes both written and spoken utterances and describe how that specific language works and the forms of speech that conform to the rules that well-schooled speakers and writers observe in any given language.
32. **grapheme-** the sum of all written letters and letter combinations that represent one phoneme.
33. **hearing-** the facility or sense by which sound is perceived.
34. **holophrases-** the expression of a whole idea in a single word. They are often found in the speech of children at about 12 to 18 months of age.
35. **inner speech-** mentioned in Vygotsky's theory as private speech that becomes internalized and is useful in organizing ideas.
36. **interactionists-** those who adhere to the theory that language develops through a combination of inborn factors and environmental influences.
37. **invented spelling-** the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.
38. **language-** the systematic, conventional use of sounds, signs, or written symbols, in a human society for communication and self-expression. It conveys meaning that is mutually understood.
39. **listening-** a mental process that includes attending, hearing, discriminating, understanding, and remembering.
40. **literacy-** involves complex cognitive interactions between readers and their texts and between background knowledge and new information. It involves both skill and knowledge and varies by task and setting. Different

types of literacy are described- prose, document, quantitative, academic,, workplace, and functional.

41. **mental image-**a "perceptual representation" or mental picture of a perceptual experience, remembered or imagined.
42. **metalinguistic skills-**the ability to think about language as a separate entity.
43. **monologue**- literally "speaking alone."
44. **morpheme**- the smallest unit in a language that by itself has a recognizable meaning.
45. **morphology-** the study of the units of meaning in a language.
46. **nativists-** those who adhere to the theory that children are born with biological dispositions for learning that unfold or mature in a natural way.
47. **neurolinguistics-**a branch of linguistics that studies the structure and function of the brain in relation to language acquisition, learning, and use.
48. **nonfiction-** prose that explains, argues, or describes; usually factual.
49. **nursery rhymes-** folk sayings with rhyming words for very young children.
50. **nurturist-** one who adheres to the theory that the minds of children are blank or unformed and need educational input or direct instruction to develop and "output" knowledge and appropriate behavior.
51. **onsets-** any consonants before a vowel in a syllable.
52. **orthographic awareness-** the ability to notice and use critical features of graphic symbols in written language.
53. **overextension-** in the early acquisition of words and their meanings, the application of a word to include other objects that share common features, such as "water" being used to describe any liquid.
54. **over-regularization-**the tendency on the part of children to make the language regular, such as using past tenses like –ed on verb endings.
55. **parentese-** a high pitched, rhythmic, singsong, crooning style of speech. It is also known as motherese or baby talk.
56. **perception-** mental awareness of objects and other data gathered through the five senses.
57. **phonation-**exhaled air passes the larynx's vibrating folds and produces "voice."
58. **phoneme-** the smallest unit of speech that distinguishes one utterance from another.
59. **phonemic awareness-** the insight that every spoken word can be conceived as a sequence of phonemes, and/or the awareness that spoken words are made up of sounds, and the ability to segment a word into its constituent sounds.
60. **phonetic instruction-** instruction in phonics is instruction that stresses sound-symbol relationships. It is a strategy used in beginning reading instruction.
61. **phonetics-**pertaining to representing the sounds of speech with a set of distinct symbols, each denoting a single sound.
62. **phonological awareness-** the whole spectrum from primitive awareness of speech sounds and rhymes to rhyme awareness and sound similarities; at the highest level, awareness of syllables or phonemes.
63. **phonology-** the sound system of a language and how it is represented with an alphabetic code.
64. **pragmatics-** the study of how language is used effectively in a social context; varying speech patterns depending on social circumstances and the context of situations.
65. **print awareness-** in early literacy, the child's growing recognition of the conventions and characteristics of a written language. It includes recognition of directionality in reading, (left to right, top to bottom), that print forms words corresponding to speech, and that spaces separate words and other features.
66. **prosodic speech- t**he child's use of voice modulation and word stress to give special emphasis and meaning.
67. **psychosocial theory-**the branch of psychology founded by Erik Erikson; development is described in terms of eight stages that span childhood and adulthood.
68. **receptive (comprehension) vocabulary-** the comprehension vocabulary used by a person in listening (and silent reading).
69. **rimes-**the vowel and any consonants after it in a syllable.
70. **scaffolding-** a teaching technique helpful in promoting languages, understanding, and child solutions. It includes teacher-responsive conversation, open-ended questioning, and facilitation of children's initiatives. Also defined as instruction in which a teacher builds upon what the child already knows to help the child accomplish a task and/or suggests breaking a task down into simpler components to promote accomplishment.
71. **semantics-** the study of meanings associated with words and the acquisition of vocabulary.
72. **signing-a** body positioning, sound, action, gesture, or combination of these undertaken by an infant in an effort to communicate a need, desire, or message.
73. **social constructivist theory-** such as Vygotsky's emphasis on the importance of language and socially shared cognition in exchanges between adult and child when scaffolding was used, and encouraging children's use of private speech to aid problem solving.
74. **synapses-** gap like structures over which the axon of one neuron beams a signal to the dendrites of another, forming a connection in the human brain. They affect memory and brain.
75. **Syntax-** the arrangement of words as elements in a sentence to show the their relationship.

76.	**telegraphic speech-** a characteristic of young children's sentences in which everything but the crucial words are omitted as if for a telegram.
77.	**visualization-** the process, or result, of mentally picturing objects or events that are normally experienced directly.
78.	**visual literacy-** the ability to interpret and communicate with respect to visual symbols in media other than print.
79.	**vowel-** (1) a voiced speech sound made without stoppage or friction of air flow as it passes through the vocal tract; (2) an alphabet letter used in representing any of these sounds.
80.	**writing-** the ability to use print to communicate with others.