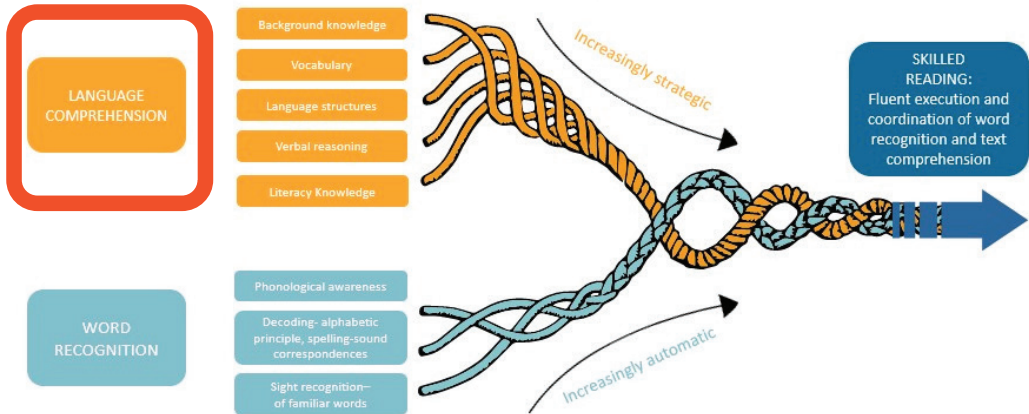# LEARN ABOUT LANGUAGE

HOW DOES LANGUAGE RELATE TO READING?

Language is one of the building blocks for reading.
Both language and word recognition contribute to
reading comprehension.

The many strands woven into *skilled reading*

LANGUAGE COMPREHENSION	Background knowledge
	Vocabulary
	Language structures
	Verbal reasoning
	Literacy Knowledge
WORD RECOGNITION	Phonological awareness
	Decoding- alphabetic principle, spelling-sound correspondences
	Sight recognition— of familiar words

increasingly strategic

increasingly automatic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

The early years of a child's life are a critical time for brain development. Young children develop more than 1 million neural connections every second.

Typical Language Development

3 months
Cooing and gurgling

6 months
Babbling

12 months
First words

18 months
Knows 5 to 40 words

2 years
150-300 words, 2-3 word sentences

3 years
900-1,000 words, asks short questions

4 years
2,000 words, 5+ word sentences

5 years
Identifies letters, creates longer sentences

5 Key Components of Language

1 Morphology

The component of language concerned with units of meaning within individual words.

Example: Adding -ing to bark shows that it is happening now -- (barking)

2 Phonology

The component of language concerned with the units of sound within words.

Example: The word bark has three sounds (b - ar - k)

3 Semantics

Refers to the meaning of words and phrases.

Example: Bark can mean a noise a dog makes or the covering of a tree.

4 Syntax

Refers to the rules that govern how words and phrases go together to build sentences.

Example: To describe a bark, the adjective goes before the noun -- (a loud bark)

5 Pragmatics

Refers to the way language is used to convey meaning in varying contexts.

Example: Understanding the idiom-- (The man's bark is worse than his bite.)

How to Build Language Skills in the Classroom

Read books aloud and provide students with opportunities to discuss them.

Introduce new vocabulary words and give examples of how they are used in sentences.

Have conversations! Model asking and answering open-ended questions.

Tell stories and make up stories with students.

https://literacy.virginia.edu

@VLP_UVA

Virginia Literacy Partnerships