

LANGUAGE DEVELOPMENT AND LITERACY

One of the most essential kinds of learning for the young child is that of developing language skills. The need to communicate is a basic need for all of us. A young child begins to use language as a source of personal pleasure, and then slowly begins to use language as a means of expressing needs and feelings. The child's use of language connects words to actions and concepts that the child experiences in his/her world. One of the most important functions of language is to bridge the gap between thought and communication. A child needs to understand the importance of organizing and processing thoughts into verbal representation. The expectation is that children will develop a rich, extensive vocabulary, an ability to express their ideas, clearly articulate their needs, and develop a growing sense of self-confidence as language learners.



Active Listening

All children will engage in active listening activities in a variety of situations.

Children will:

- respond when name is called.
- follow a simple one-step direction.
- follow a 2 or 3 step direction.
- retell a simple story or personal experience.
- exhibit a sense of enjoyment while listening to stories and books.
- listen to stories, poems, and nursery rhymes.
- name familiar songs when only a selection is heard.
- show an understanding of stories read by answering simple questions.
- select the correct instrument when its sound is heard.

Language Expression

All children will engage in activities that offer them the opportunity to speak for a variety of purposes relating to real experiences and different audiences.

Children will:

- initiate a conversation to voice their needs, wants, or ideas.
- begin to use language to convey needs and feelings.
- speak clearly to communicate.
- state first and last name.
- state gender and age.
- state address and phone number.
- use appropriate language to describe events.
- repeat a list of prompts (words or digits) in correct order.
- recite familiar poems and rhymes.
- sing familiar songs.

Reading

All children will engage in activities that promote the acquisition of emergent reading skills.

Children will:

- name common objects in room.
example: chair, desk, door, window.
- name art materials.
example: crayons, scissors, pencils, markers.
- name musical instruments.
example: drum, tambourine, blocks, and bells.
- show an interest and understand concepts of print:
 - top to bottom
 - hold book properly
 - identify cover of book
 - identify back of book.
- show an interest and understand that written words can be transferred to spoken words.
- understand the difference between a picture and a written word.
- understand that a page is read from left to right.
- retell a story using pictures for prompts.
- use adjectives to describe characters from a story.
- make a prediction about a story.

Emergent Writing

All children will engage in activities that promote the acquisition of emergent writing skills.

Children will:

- move a crayon in any direction to color a 4x4 square on a larger piece of paper.
- demonstrate the ability to:
 - draw a vertical line with large crayon or pencil.
 - draw a horizontal line with large crayon or pencil.
 - draw a diagonal line with large crayon or pencil.
 - draw a curved line with large crayon or pencil.
 - trace basic shapes using large templates.
example: square, circle, triangle, and rectangle.

cut a continuous straight line.
cut a curved line.
paste one end of a paper strip to another to make rings
and chains.
combine vertical, horizontal, diagonal, and curved lines to
form simple shapes.

Observation

All children will engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.

Children will:

- correctly point to a picture when a verbal prompt is given.
- view a video of real life situations and predict possible solutions.
- listen to a tape with models of transportation and match the sounds on the tape to the appropriate vehicle.