



## ARTICLES

Christ, T., & Wang, X. C. (2010). Bridging the vocabulary gap: What the research tells us about vocabulary instruction in early childhood. *Young Children*, 65(4), 84–91. Retrieved from <http://www.naeyc.org/files/yc/file/201007/ChristWangOnline.pdf>

This article provides caregivers with four research-based vocabulary-teaching strategies: providing purposeful exposure to new vocabulary, intentionally teaching word meanings, teaching word-learning strategies, and giving children opportunities to use newly learned words. All four of these strategies can be supported through conversations with children. Examples and teaching tips for each strategy are incorporated throughout the article.

Christ, T., & Wang, X. C. (2012). Supporting preschoolers' vocabulary learning: Using a decision-making model to select appropriate words and methods. *Young Children*, 67(2), 74–80.

This article focuses on incorporating new vocabulary words into the preschool classroom. Providing strategies for identifying, selecting, and teaching novel words, this article outlines a model for vocabulary learning. Teachers use these strategies to incorporate novel words into their daily conversations with children.

Dickinson, D., & Tabors, P. O. (2002). Fostering language and literacy in preschool classrooms. *Young Children*, 57(2), 10–18.

Drawing from findings from a longitudinal study that examined language development in children from low-income families, this article discusses three key dimensions of children's preschool experiences that are related to later school success. These are: exposure to varied vocabulary; conversations that use extended discourse; and cognitively and linguistically stimulating home and classroom environments.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1). Retrieved from <http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

This article summarizes a longitudinal study on identifying features of children's early experiences in the home that contribute to later language and cognitive development. Findings showed large differences in the amount and quality of children's experiences with language and interactions by their third birthday associated with families' socio-economic levels.

Marinellie, S. A. (2001). What does "Apple" mean? Learning to define words. *Young Exceptional Children*, 4(2), 2–11.

This article provides information on children's development of definitions. Also included are strategies and examples of how teachers and families can enhance young children's understanding of definitions as well as their ability to produce definitions themselves.

National Institute for Literacy. (2010). *Learning to talk and listen: An oral language resource for early childhood caregivers*. Retrieved from <http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>

This publication serves as a resource for early childhood caregivers, as it outlines the main research findings from the *Developing Early Literacy: Report of the National Early Literacy Panel* published in 2008. Focusing specifically on how children acquire language skills, this resource assists caregivers in understanding how to help preschool children build language skills.

Seplocha, H., & Strasser, J. (2009). Using fanciful, magical language in preschool. *Teaching Young Children*, 2(4), 17–19.  
Retrieved from <http://www.naeyc.org/files/tyc/file/FancifulLanguage.pdf>

This article provides practical ways teachers can increase children’s vocabulary in the preschool classroom. Additionally, it provides specific examples of novel vocabulary words that can be introduced in the various classroom activity centers.

## WEB RESOURCES

National Institute for Literacy. (2010). *Make time to talk: Language building tips for center-based child care providers*.  
Retrieved from [http://lincs.ed.gov/publications/pdf/language\\_tipsheet.pdf](http://lincs.ed.gov/publications/pdf/language_tipsheet.pdf)

This one-page tip sheet provides a helpful visual reminder for ways to engage children in extended conversations that promote new vocabulary and language expression.

National Center on Cultural and Linguistic Responsiveness (NCCLR)

Dialogic reading and other shared reading activities are related to increased vocabulary. The NCCLR provides classroom activity ideas that can be used to promote dialogic reading strategies.

- Using “Mariposa, Mariposa” (“Butterfly, Butterfly”) to Promote Dialogic Reading: A Powerful Way to Encourage Language Development in One or More Languages  
Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL\\_%20Resources/UsingMariposaM.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL_%20Resources/UsingMariposaM.htm)
- Using “Splat the Cat” to Promote Dialogic Reading Strategies  
Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning\\_and\\_literacy/UsingSplattheC.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/UsingSplattheC.htm)
- Using “Tough Boris” to Promote Dialogic Reading Strategies  
Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning\\_and\\_literacy/UsingToughBoris.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/planning_and_literacy/UsingToughBoris.htm)



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