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| **The Right Stuff**  **Resources to Help Realize the**  **Promise of Each Vermont Child**  Colorful star |  |
| **Issue No. 4 December 2016**  **Featured Domain of the Vermont Early Learning Standards:**  **Language Development**  *The language development domain includes receptive language (listening), expressive language (speaking), and social rules of language, for both children who are monolingual and for dual language learners.*  [**The Linguistic Genius of Babies**](http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies) **(Birth to 18 months)**  In this fascinating video, Patricia Kuhl shares astonishing findings about how babies learn one language over another – by listening to the humans around them and "taking statistics" on the sounds they need to know. Clever lab experiments (and brain scans) show how 6-month-old babies use sophisticated reasoning to understand their world. [**http://www.ted.com/talks/patricia\_kuhl\_the\_linguistic\_genius\_of\_babies**](http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)  [**More Than Baby Talk: 10 Ways to Promote the Language & Communication Skills of Infants & Toddlers**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk_WEB_2015.pdf) **(0-3)**  This brief guide describes ten practices that early childhood teachers can use to foster language and communication skills among infants and toddlers. The guidelines are based upon the latest research findings on optimal adult-child interactions for promoting strong language and communication skills among young children.  [**http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk\_WEB\_2015.pdf**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk_WEB_2015.pdf)  [**Using Signs to Facilitate Vocabulary in Children With Language Delays**](http://journals.lww.com/iycjournal/Fulltext/2015/01000/Using_Signs_to_Facilitate_Vocabulary_in_Children.3.aspx) **(18 months – 4)**  The purpose of this article is to explore recommended practices in choosing and using key word signs (i.e., simple single-word gestures for communication) to facilitate first spoken words in hearing children with language delays. Developmental, theoretical, and empirical supports for this practice are discussed. Practical recommendations for choosing first word–sign pairs from both functional communication and developmental lexical perspectives are provided. NOTE: Click on Article as PDF to access the full text.  [**http://journals.lww.com/iycjournal/Fulltext/2015/01000/Using\_Signs\_to\_Facilitate\_Vocabulary\_in\_Children.3.aspx**](http://journals.lww.com/iycjournal/Fulltext/2015/01000/Using_Signs_to_Facilitate_Vocabulary_in_Children.3.aspx)  [**Language and Literacy Ideas for Teachers**](http://view.vzaar.com/5149066/download) **(3-5)**  This video highlights ways to teach preschoolers language and literacy concepts using nature and play.  [**http://view.vzaar.com/5149066/download**](http://view.vzaar.com/5149066/download)  [**Supporting Oral Language Development in a Language-Rich Environment**](https://www.youtube.com/watch?v=lRw9tSQRpQU) **(3-5)**  Oral language is the foundation for learning to read and write, and is critical for supporting the development of children’s early literacy skills. This video introduces some of the rule systems of language that children need to master to develop strong oral language skills, and stresses the important role that preschool teachers play in modeling language and providing a language-richenvironment in the classroom*.* [**https://www.youtube.com/watch?v=lRw9tSQRpQU**](https://www.youtube.com/watch?v=lRw9tSQRpQU)  [**How to Build Language and Literacy Through Powerful Conversations**](http://www.hanen.org/Helpful-Info/Articles/How-to-Build-Language-and-Literacy-Through-Powerfu.aspx) **(0-5)**  Recent research underscores that both the quantity of words a child hears and the quality of the interaction between adults and the child are essential. It turns out that it’s the kind of conversation a child is engaged in, rather than the number of words he hears, that makes the biggest difference to his language and literacy development. This article, while written for families, highlights ten evidence-based strategies for supporting language and literacy development.  [**http://www.hanen.org/Helpful-Info/Articles/How-to-Build-Language-and-Literacy-Through-Powerfu.aspx**](http://www.hanen.org/Helpful-Info/Articles/How-to-Build-Language-and-Literacy-Through-Powerfu.aspx)  [**How Now Brown Cow: Phoneme Awareness Activities**](http://www.ldonline.org/article/388) **(5-7)**  This web article describes phoneme awareness activities that can be implemented in daily experiences in the classroom to enrich the oral language environment for children. Strategies to support children with learning disabilities are included.[**http://www.ldonline.org/article/388**](http://www.ldonline.org/article/388)  [**The Young Dual Language Learner: 20 Short Videos**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term) **(3-6)**  This collection of short videos highlights real-world examples of best practices for young dual language learners. Clips focus on four areas: 1) effective teaching strategies, 2) the first and second languages of young children, 3) parent, family and community engagement, and 4) stages and strategies of preschool second language acquisition. [**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)  [**Code Switching: Why it Matters and How to Respond**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf) **(3-9)**  What does it mean when a young dual language learner generates sentences that use words from both his home language and the language of instruction (usually English)? Research has revealed that this phenomenon, known as code switching, is actually a positive sign that the child is mastering the rules of both languages. This workbook is designed to assist programs to understand code switching by children and teachers, and identify and implement effective program policies and practices that promote children’s development and school readiness.  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf)(English)  [**http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf) (Spanish)  [**Café Drama Center: Developing Language and Vocabulary Through Play**](https://www.youtube.com/watch?v=qpv-VgJ8Cns) **(3-7)**  Brainstorming ideas for what might be found in the café drama center and writing menus, helps students develop their vocabulary and provides an opportunity for meaningful talk in the classroom.  [**https://www.youtube.com/watch?v=qpv-VgJ8Cns**](https://www.youtube.com/watch?v=qpv-VgJ8Cns)  See the lesson plan or tour this teacher’s classroom at[**http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50266/**](http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50266/)  [**Vocabulary Development in the Early Grades (PK-3): Effective Classroom and Intervention Practices**](http://www.serve.org/vocabulary-development.aspx) **(4-9)**  Visit this website to view an archived webinar and access a variety of print resources that can provide examples of evidence-based practices for supporting vocabulary development.  [**http://www.serve.org/vocabulary-development.aspx**](http://www.serve.org/vocabulary-development.aspx)  **Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Language Development domain starts on page 51.  Cover of VELS  **Want more free resources related to this domain?** An annotated collection of free resources related to language development is available at is [available](http://fpg.unc.edu/presentations/vels-institute)at[**http://fpg.unc.edu/presentations/vermont-instructor-resources**](http://fpg.unc.edu/presentations/vermont-instructor-resources)  It includes free evidence sources, print materials, videos, websites and more. | |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)  **The Right Stuff** is compiled by Camille Catlett. It is supported by a contract from the Vermont Agency of Education. Funding is provided through the Vermont Race to the Top Early Learning Challenge Grant.  To receive your copy of The Right Stuff each month, send an email **with no message** to  [**subscribe-the\_right\_stuff\_listserv@listserv.unc**](mailto:subscribe-the_right_stuff_listserv@listserv.unc)  To suggest resources, please contact Camille Catlett at [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) | |