How can I use the Language and Literacy Pyramid?

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Not receiving any financial support for this presentation from PSHA

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Disclosures

Reasons to focus on early communication and literacy

Introduction to the language and literacy pyramid
- Home based and Center based
Activities and resources available through EITA
- Universal and Targeted tiers

Case Study

Agenda
Learning Outcomes

1. At the culmination of the session, the participant will be able to discuss the use of meaningful strategies that support communication development in young children.

2. At the culmination of the session, the participant will be able to explore ways to embed language and literacy activities into everyday routines in both home and early learning centers.

3. At the culmination of the session, the participant will be able to identify core content that reflects predictors of successful reading by third grade.
Data

Let's Chat About...

- Building Vocabulary
- Playing With Sounds
- Print in the Environment
- Storybook Reading

Search “EITA Mobile” to download from your app store
## Read It Again Pre-K Pupil Progress Checklist

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Acquiting</th>
<th>Building</th>
<th>Component</th>
<th>Acquiting</th>
<th>Building</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>understands and uses words for the names of unfamiliar objects (knees) and actions (verbs) and that describe things and actions (adjectives and adverbs)</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>understands and uses new words representing spatial concepts (e.g., over, under, above, beside, etc.)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>understands and uses new words representing time concepts (e.g., first, second, third, before, after, then, during, once)</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>talks about the meaning of new words, including how words can have more than one meaning</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>understands and uses new words representing feelings (e.g., embarrassed, disgusted, sad, joyful)</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>understands and uses new words representing thinking processes (e.g., believe, dream, imagine, think, remember)</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total:** 28 24 0

**Mid-point: Week 12**

<table>
<thead>
<tr>
<th>Acquiting</th>
<th>Building</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total:** 10 24 6
Case Study

- What does this caregiver need to know about language and literacy to support their child’s development?
- What strategies can you use to share information and resources?

References and Resources

https://babynavigator.com/
https://identifythesigns.org/
https://developingchild.harvard.edu/
https://firstwords.fsu.edu/
https://earlychildhood.ehe.osu.edu/