



NURTURING YOUR CHILD'S DEVELOPMENT FOR
SCHOOL SUCCESS:

Cognition and Language Development (Part 1)


Ages 7-11

Presentation developed by
LAUSD Psychological Services

Presentation Goals

- Explore language and cognitive development in children ages 7-11
- Learn how these core development domains relate to your child's reading ability
- Identify parenting strategies that enhance school success



Three Universal Goals of Parenting

- Ensure children's health and safety
- Prepare children to be productive adults
- Transmit cultural values



American Psychological Association. Home // Psychology Topics // Parenting.
Retrieved September 18, 2014, from <http://apa.org/topics/parenting/index.aspx>

How Does Development Unfold?

Development is influenced by:

- Nature and Nurture
- Stability and Change
- Interaction with and Reactions to:
 - objects
 - events
 - people
 - Ideas



Santrock, J. W., (2009). *Life span development* (12th ed.). New York, NY: McGraw-Hill.
 Thibault, J. P., & McKee, J. S. (1982). Practical parenting with Piaget. *Young Children*, 38 (2), 18-27.

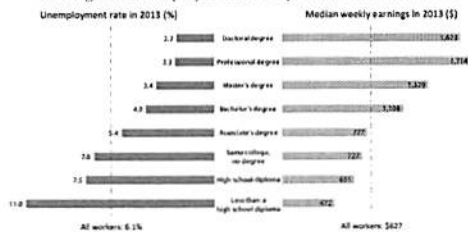
Activity



Think back to your first memory of school.

How is education related to life outcomes?

Earnings and unemployment rates by educational attainment



Note: Data are for persons age 16 and over. Earnings are for full-time wage and salary workers.
 Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor.

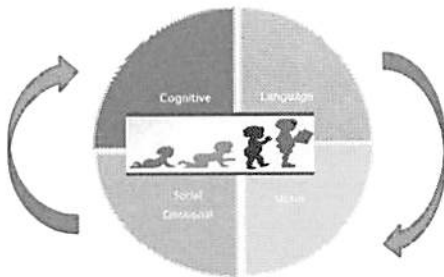
From the Bureau of Labor Statistics: www.bls.gov/emp/ep_chart_001.htm

True or False

- › Reading failure is linked to problems with social maladjustment, employment & school achievement.
- › Reading trajectories are established at the end of elementary school.
- › Learning to read is a natural ability.

☐☐☐

Core Developmental Domains




Sanrock, J. W., (2009). *Life span development* (12th ed.). New York, NY: McGraw-Hill.




Language



Components of Language



Receptive



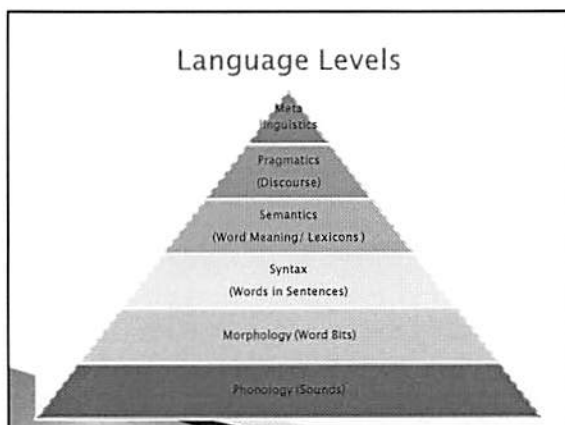
Expressive

Types of Language

Conversational	Academic
Concrete	Abstract
Basic	Advanced

Reflect and Share

Think about the types of language your child typically uses? Could they improve in any of these areas?







Strong Decoding Skills Build Reading Fluency

Reading Fluency

- Rate
- Accuracy
- Expression

→

Comprehension

First Grade Text

My Name Is Sam

I am a boy. I am 7 years old. I live in the United States. I go to school in the morning. I go to school in the afternoon. I go to school in the evening. I go to school in the night.

Third Grade Text

The Great Wall of China

The Great Wall of China is one of the most famous landmarks in the world. It is a long wall that stretches for over 13,000 miles. It was built by the Chinese people to protect their country from invaders. The wall is made of bricks and stones. It is very old and very strong. It is a great wonder of the world.

Fifth Grade Text

The Great Wall of China

The Great Wall of China is a long wall that stretches for over 13,000 miles. It was built by the Chinese people to protect their country from invaders. The wall is made of bricks and stones. It is very old and very strong. It is a great wonder of the world.


Developmental Markers

By age 7, children...

- increase their vocabulary to an average of 16,000 words
- can manipulate sounds in words
- use longer sentences
- understand 2-3 step directions
- begin to categorize their vocabulary

By age 11, children...

- increase their vocabulary to an average of 40,000 words
- communicate in complete sentences and can follow multi-step directions
- use language to produce descriptions, definitions, and narratives that make sense
- learn appropriate way to express their own opinions and ideas and join in conversations
- develop metalinguistic awareness and learn how to use language in culturally appropriate ways



Santrock, J. W., (2009). *Life span development* (12th ed.). New York, NY: McGraw-Hill.

Bilingualism

- Bilingual language development follows a similar developmental trajectory.
- Choice vs. Necessity
- Simultaneous vs. Sequential Bilingualism
- Ninety-two languages other than English are spoken in LAUSD.



MOTIVATING YOUR KID TO LEARN A SECOND LANGUAGE

<http://www.asha.org/public/speech/development/34.html>

How Can Parents Help?

- Encourage your child to: join conversations and express his/her own opinion, communicate their thoughts in complete sentences
- Be an active listener and help your child extend/elaborate their ideas
- Teach/model social etiquette in language: initiating, turn taking, asking questions, changing topics, clarifying
- If your child is bilingual, monitor their progress in English Language Development and re-classification status
- Consider the types of language your child uses, when promoting vocabulary development

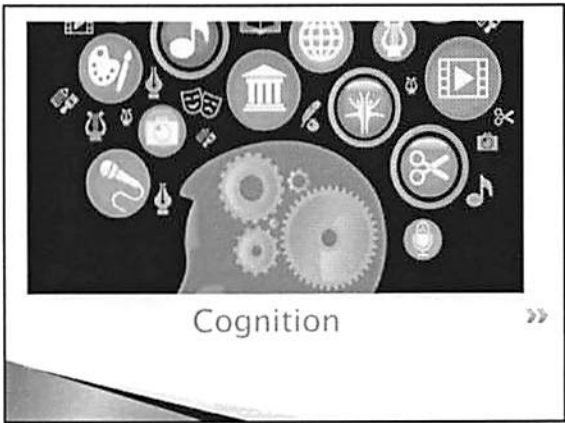
Be an active listener and help your child extend/elaborate their ideas

- If your child is bilingual, monitor their progress in English Language Development and re-classification status

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Reflect and Share

Pretend your partner has just arrived to the presentation. What is important for her/him to know? How would you summarize the most important points covered thus far?



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Cognitive Development

At age 7 children:

- › Use pre-logical thinking
- › Display centration
- › Understand cause and effect
- › Begin to move away from egocentric thought
- › Are capable of representational imitation
- › Display an expanded concept of time and space
- › May display animism
- › May have difficulty discriminating between truth, fantasy, and realism
- › Understand one-to-one correspondence



Bybee, R.W., & Press, Sund, R.B. (1990).
Piaget for educators (2nd ed.). Prospect
Heights, Illinois: Waveland

Cognitive Development

At age 11 children:

- › Solve problems using factual knowledge
- › Reverse their thinking
- › Reason without the constraints of immediate perceptions
- › Understand cause & effect in concrete problems
- › Use practical imitation
- › Understand conservation
- › Classify objects by multiple attributes
- › Coordinate the concepts of order and duration
- › Organize events, objects, and situations in space & time



Bybee, R.W., & Press, Sund, R.B. (1990). Piaget for educators (2nd ed.).
Prospect Heights, Illinois: Waveland

Reflect and Share

- › Find your partner from the previous activity
- › Pretend your partner had to step out to take a phone call and has missed that last 20 minutes of the presentation. Please summarize the most important points covered during this time.

Cognitive Processes Involved in Reading

- › Attention
- › Visual
- › Auditory
- › Memory
- › Conceptualization



Cognitive Development and Reading Comprehension

In Grades 1-3 Children:

- › Use experiential knowledge for reading comprehension
- › Ask and answer text-based questions: who, what, where, when, why, how
- › Identify main ideas, character traits, setting, and cause and effect in stories
- › Make predictions with increasing accuracy
- › Retell stories
- › Use context clues to decipher the meaning of text

In Grades 4-6 Children:

- › Read with purpose
- › Draw & analyze information from multiple sources and read different text genres
- › Make inferences, compare & contrast events, ideas, themes, & concepts
- › Understand figurative language, cause & effect, tone & point of view
- › Summarize and retell text with accuracy and increased detail
- › Apply different strategies to understand text
- › Self-monitor their comprehension

How Can Parents Help?

- › Cultivate your child's attentional skills.
- › Build background knowledge through reading, dialogue, and outings to the library, museums, and child-oriented workshops and events.
- › Select appropriate books.
- › Encourage your child to read for pleasure; reading increases vocabulary, builds fluency, and comprehension skills.
- › Build vocabulary by experimenting with different types of language; explain multiple meanings of words, riddles, puns, inferences, and idioms (figurative language).

Reflect and Share

How do you select books to read?

How can we help our children with the book selection process?



Building Vocabulary

elephant, giraffe, ostrich, hippopotamus

guitar, violin, harp, banjo, cello

banana, guava, grape, mango

beef, chicken, fish, pork



Let's Test Our Reading Comprehension !

Daben went to the bansk. Daben means Barnk. Barnk and Daben did not joove Barnk. Daben and Barnk frop.

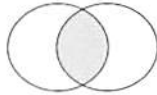
Daben and Barnk means Bolio. Bolio had marv Barnk but not Daven.

Adapted From: All Kinds of Mind, 2002

Strategies for Cultivating Children's Cognitive and Language Development : Grades 1-3

Encourage your child to:

- Recognize patterns
- Identify similarities and differences
- Engage in discovery learning
- Develop his/her imagination through symbolic play



Strategies for Cultivating Children's Cognitive and Language Development : Grades 4-6

Encourage your child to:

- Think critically, scientifically, and creatively
- Take intellectual risks and read for pleasure
- Solve problems
- Plan and organize their space and time
- Set their own goals

The Scientific Method



Online Tools

<http://www.lapl.org/> LA Public Library: Resources in English and Spanish, homework and research, and library events

www.healthychildren.org/ American Academy of Pediatrics: Developmental information in English and Spanish

www.starfall.com/ Free website for K-2 skills

translate.google.com/ Translates and pronounces words

www.millam-webster.com/ Dictionary and thesaurus

www.reading.org/ - International Reading Association; Offers information for parents, such as recommended book lists and brochures

www.wikipedia.org/ Free online encyclopedia; Offers information in English and Spanish

www.rhyme.com/ Free online rhyming dictionary

Conclusion



In this presentation we learned how:

- typical language and cognitive development unfolds in children ages 7–11
- to apply this knowledge to inform our parenting
- parenting strategies can help promote reading success



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Preguntas/Diálogo



Thank You
Mahalo
Kiitos
Toda
Grazie
Obrigado
Takk
Gracias
Merci

¡Gracias por su Atención!
