Acknowledgements

- Tricia Zucker
- Stephanie Copp
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- Jenny Passalacqua
- Debbie Slik
- CJ Espittia
- Jenny Root
- Laura Tortorelli
- HyeJin Hwang

Take-Away

Engaging young children in early writing activities can provide an opportunity to support early skills that relate to both word recognition and language comprehension. This can happen through scaffolded teacher-child conversational interactions.
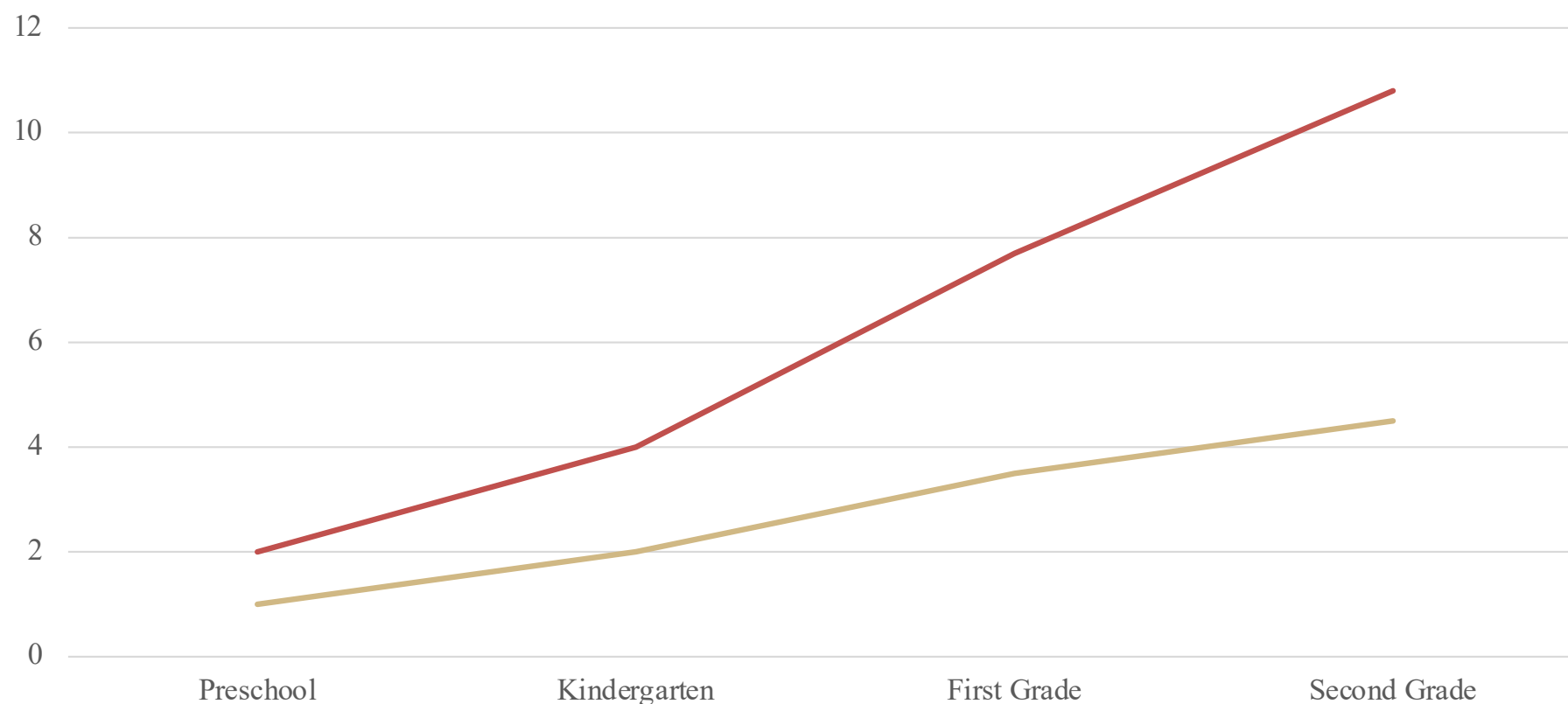
Key Point #1

Early language and literacy skills developed during the birth-5 period are vital for laying a foundation for later reading ability.
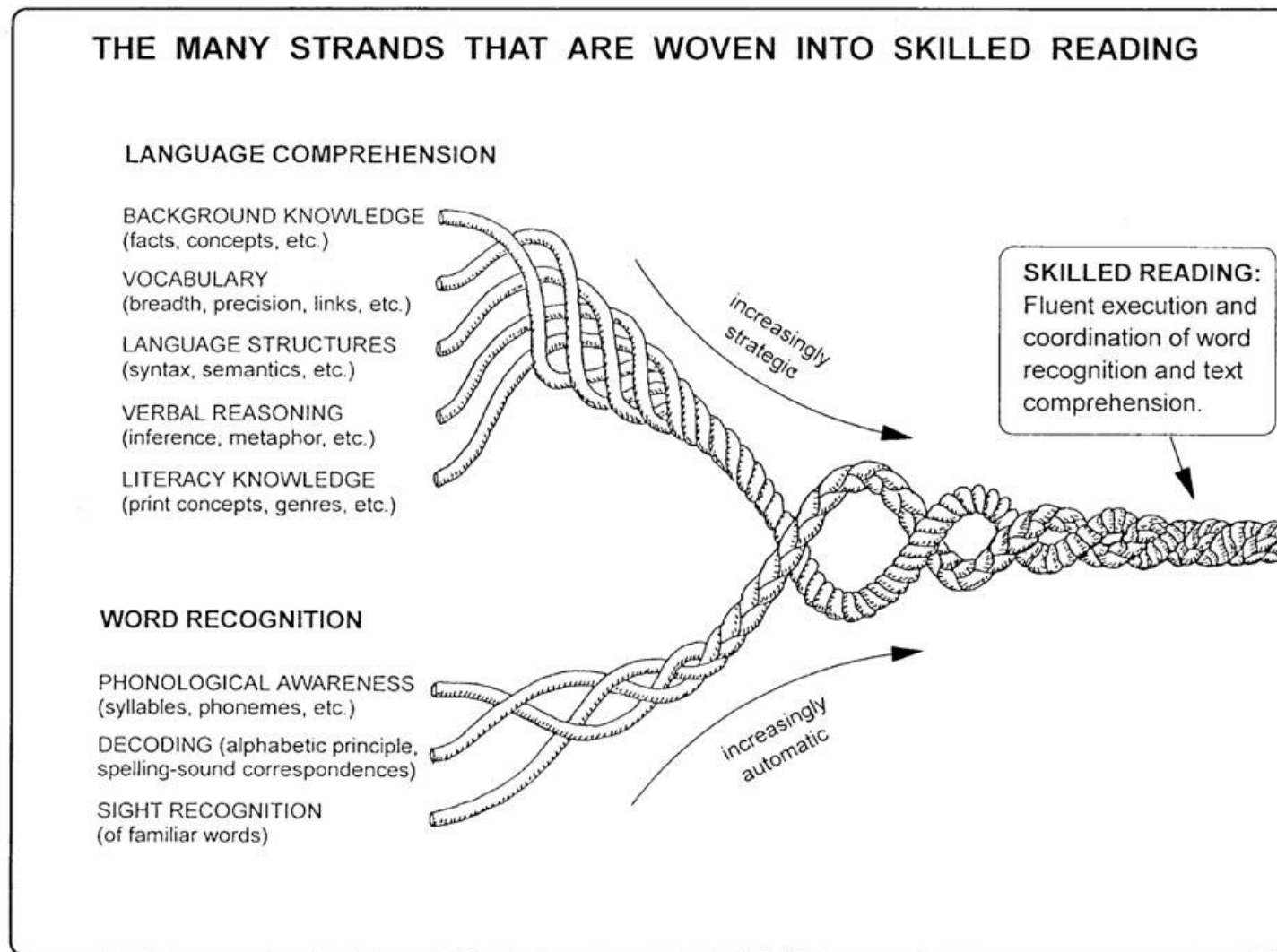

National Early Literacy Panel (2008)

Early Literacy and the Prevention of Later Reading Difficulties

Stanovich (1986)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly strategic

increasingly automatic

SKILLED READING:
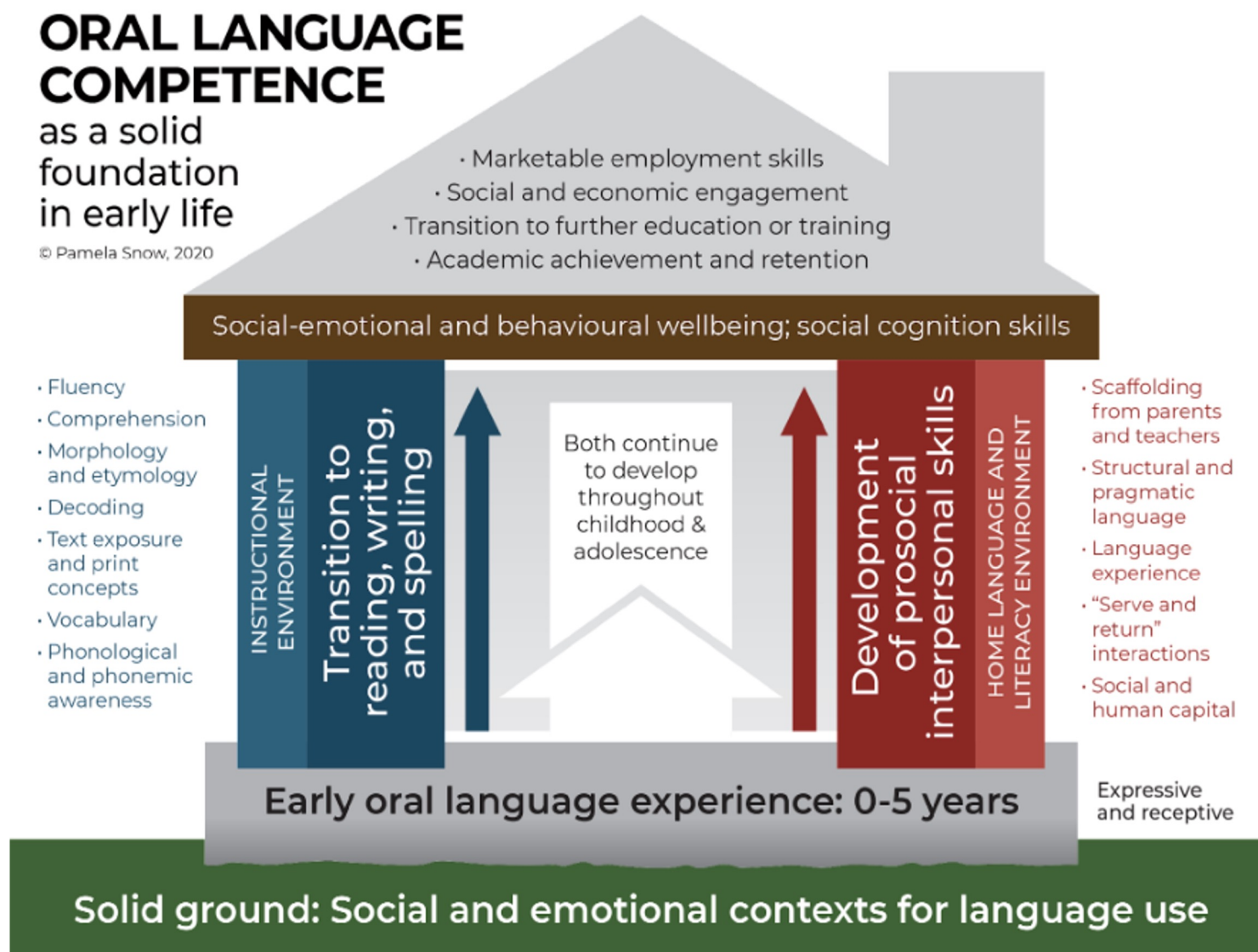Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 97-110). New York: Guilford Press.

ORAL LANGUAGE COMPETENCE
as a solid foundation in early life
© Pamela Snow, 2020

· Marketable employment skills
· Social and economic engagement
· Transition to further education or training
· Academic achievement and retention

Social-emotional and behavioural wellbeing; social cognition skills

· Fluency
· Comprehension
· Morphology and etymology
· Decoding
· Text exposure and print concepts
· Vocabulary
· Phonological and phonemic awareness

INSTRUCTIONAL ENVIRONMENT

Transition to reading, writing, and spelling

Both continue to develop throughout childhood & adolescence

Development of prosocial interpersonal skills

HOME LANGUAGE AND LITERACY ENVIRONMENT

· Scaffolding from parents and teachers
· Structural and pragmatic language
· Language experience
· "Serve and return" interactions
· Social and human capital

Early oral language experience: 0-5 years

Expressive and receptive

Solid ground: Social and emotional contexts for language use

Snow, P. (2020). *Updating the language (and literacy) house.* The Snow Report.
https://pamelasnow.blogspot.com/2020/01/updating-language-and-literacy-house.html

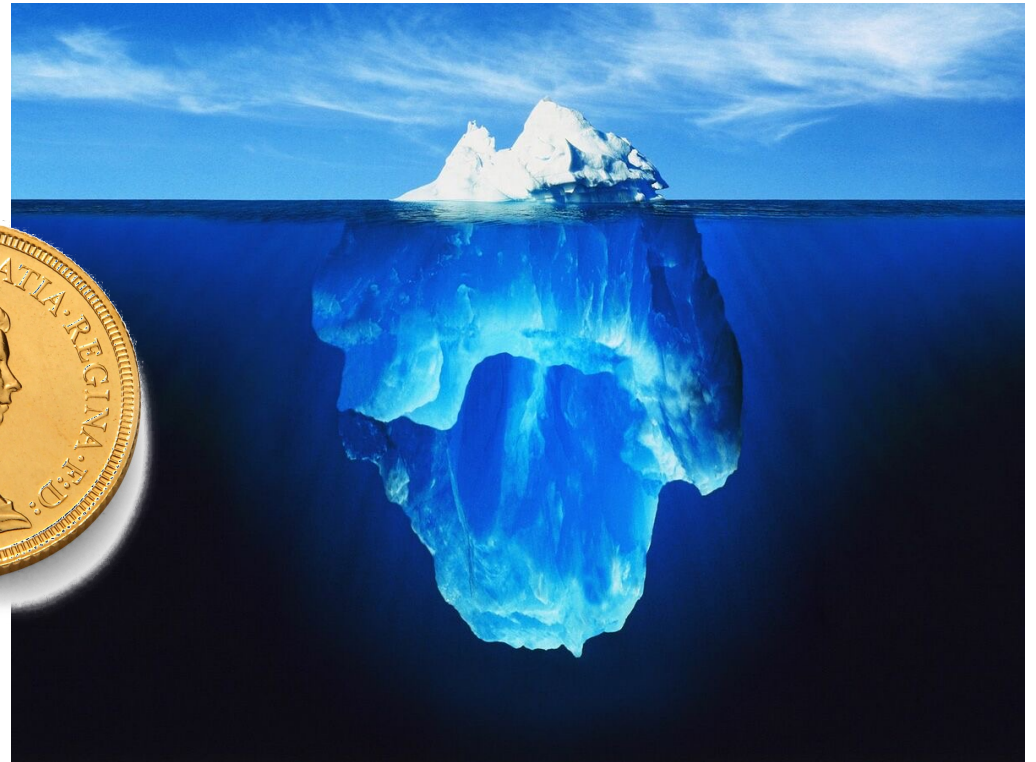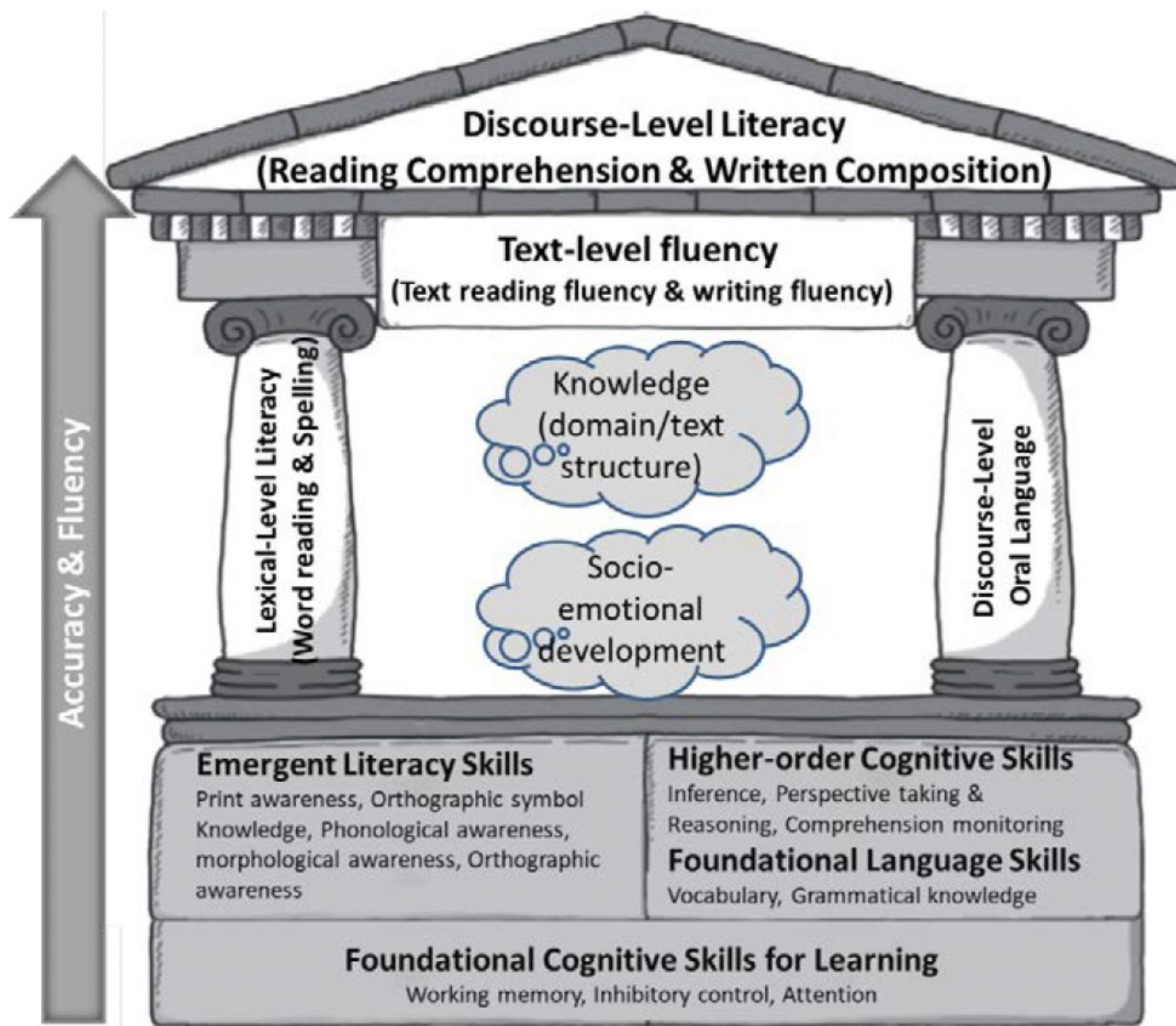# Key Point #2

The early language and literacy skills that predict reading also predict early writing.

Aram (2005); Cabell et al. (2022); NELP (2008)

Reading-Writing Connection

Ehri (2000); Kim (2020); Shanahan (2016)

Kim, Y.-S. G. (2020). Interactive dynamic literacy model: An integrative theoretical framework for reading-writing relations. In R. Alves, T. Limpo, & M. Joshi (Eds.), *Reading-writing connections: Toward integrative literacy science,* pp. 11-34.
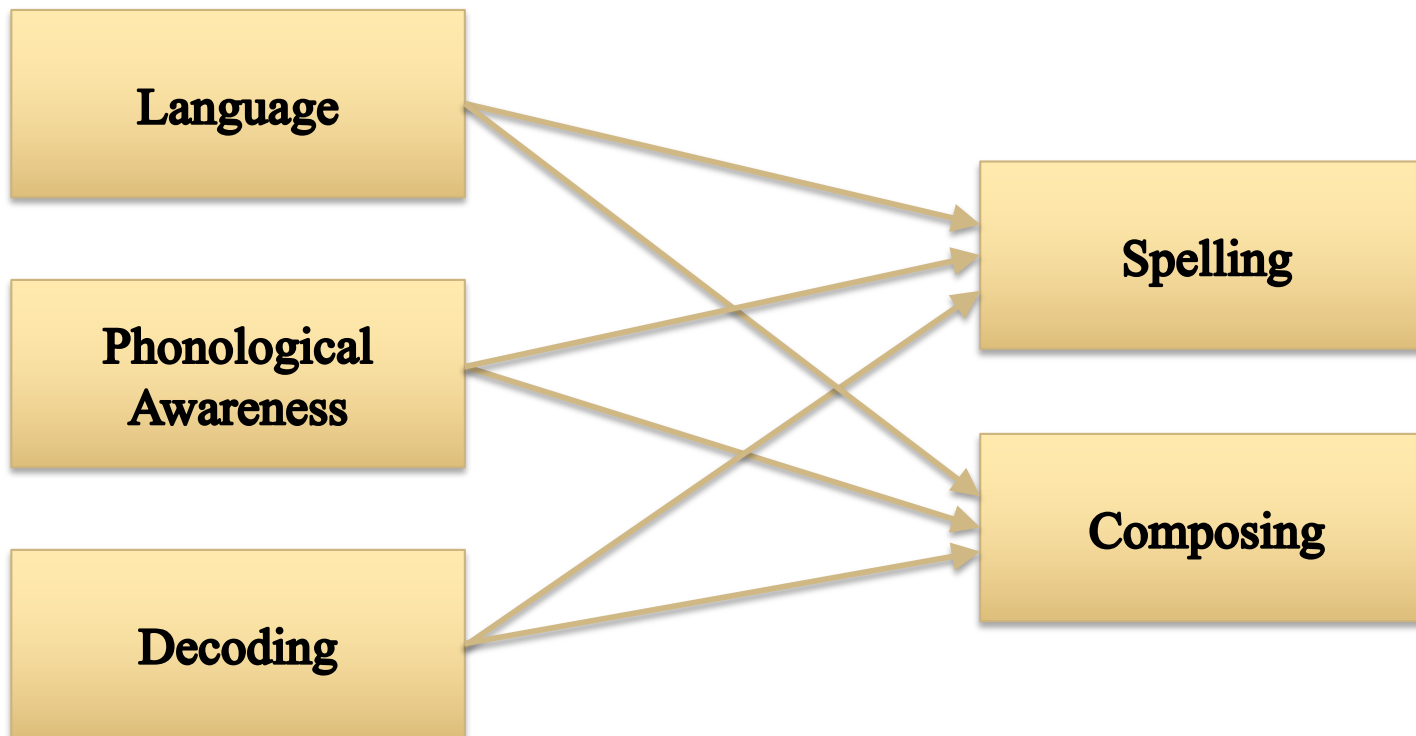
Simple View of Writing

Spelling

- showcases growing knowledge of the alphabetic system and how written language represents spoken language

Composing

- Idea and text generation
- The ultimate goal of writing

Berninger (2002); Juel, Griffith, & Gough (1986)

Predictors of Writing

Abbott & Berninger, 1993; Graham et al., 2018; Kent, Wanzek, Petscher, Al Otaiba, & Kim, 2014; Kim et al., 2011; National Early Literacy Panel, 2008; Puranik & Al Otaiba, 2012

Key Point #3

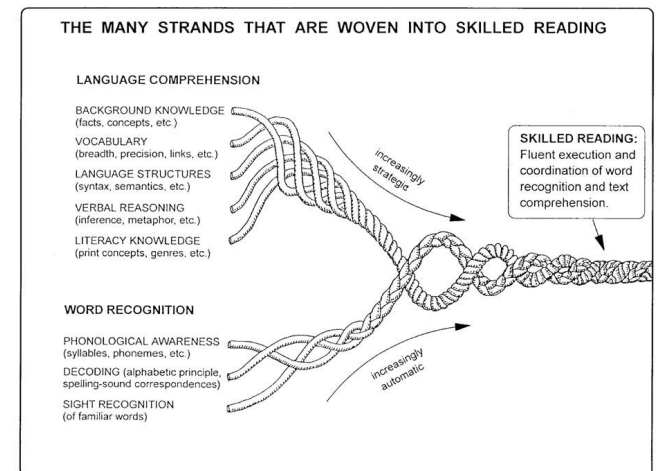Evidence shows that growth in precursory skills during the early years matter.

Growth Trajectories

- Prediction from a single time point is only a snapshot.

- Growth trajectories can help us understand how the rate of development of component skills might contribute to subsequent writing achievement.

Cunha & Heckman, 2007; Schatschneider & Lonigan, 2010

The earlier that children develop component language and literacy skills, the earlier they can take advantage of other learning opportunities afforded to them.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

increasingly strategic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

increasingly automatic

Scarborough (2001)

Study Purpose

Examined the extent to which children's **initial skill level** and **growth** in children's language and literacy skills during the preschool period predicted subsequent writing ability a year and a half later, when students were in the primary grades (K/1).

Participants

- 313 children
- Lived in Midwest
- Part of a larger non-intervention study of language development
- Enrolled in preschool, spoke English fluently
- 58% Caucasian, 18% African American
- Range of SES
- Age at start of study: 4.23 years ($SD = 0.61$)
- Age at end of study: 5.96 years ($SD = 0.63$)

Procedures and Measures

- Individually tested 4 times, 6 months apart
- **Language**
  - Sentence Structure, Word Structure, Expressive Vocabulary(CELF: P2)
- **Early Literacy**
  - Phonological Awareness (CELF: P2)
  - Decoding (WJ III ACH Letter-Word ID)
- **Writing** (at 4th time point only)

Writing Measures

- Spelling: Word writing
  - Five CVC words
  - Developmental scoring
  - Included linearity, directionality, case

- Written Composition: Story Writing
  - Total number of words written (productivity)

Gerde & Bingham, 2013

Data Analysis

- Latent growth curve modeling (LGC)

- Considered linear and non-linear models

- To account for missing data, full-information maximum likelihood estimation with robust standard errors
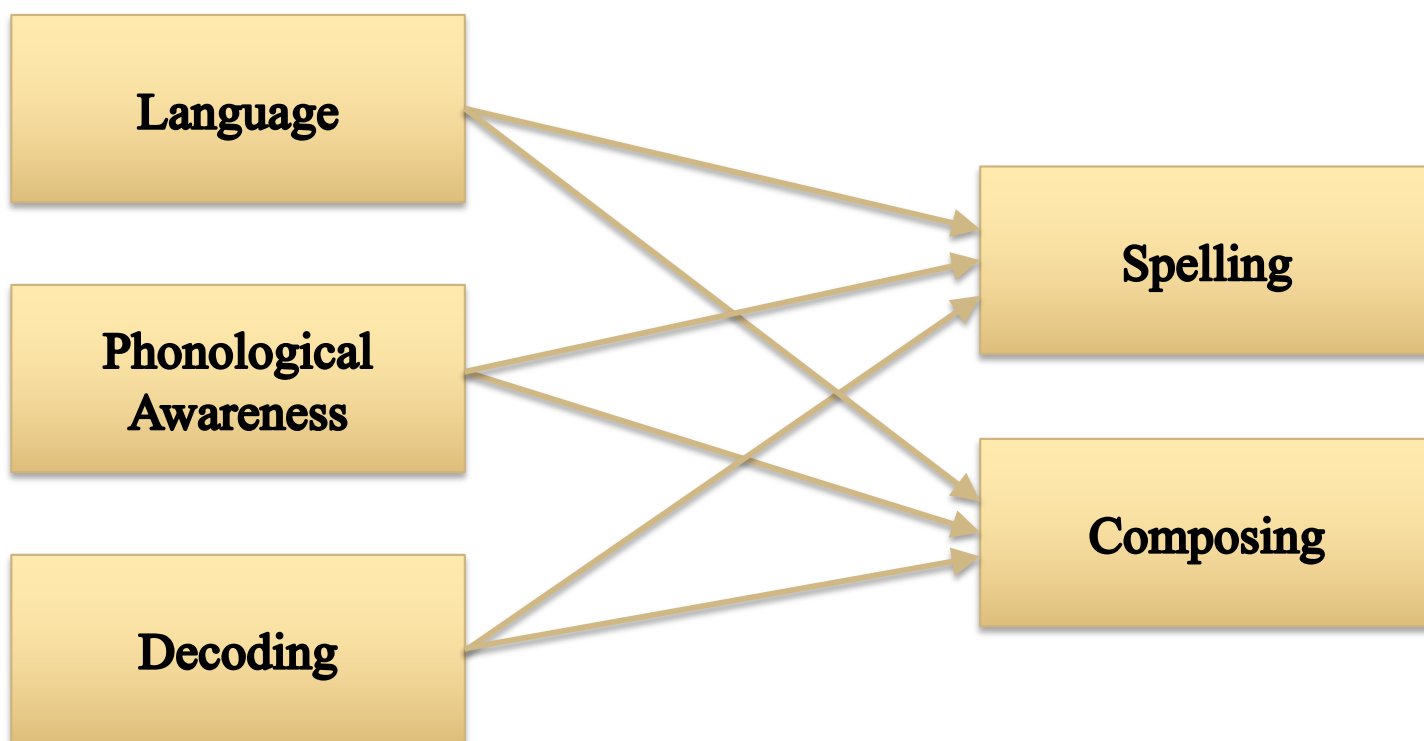
Language Growth
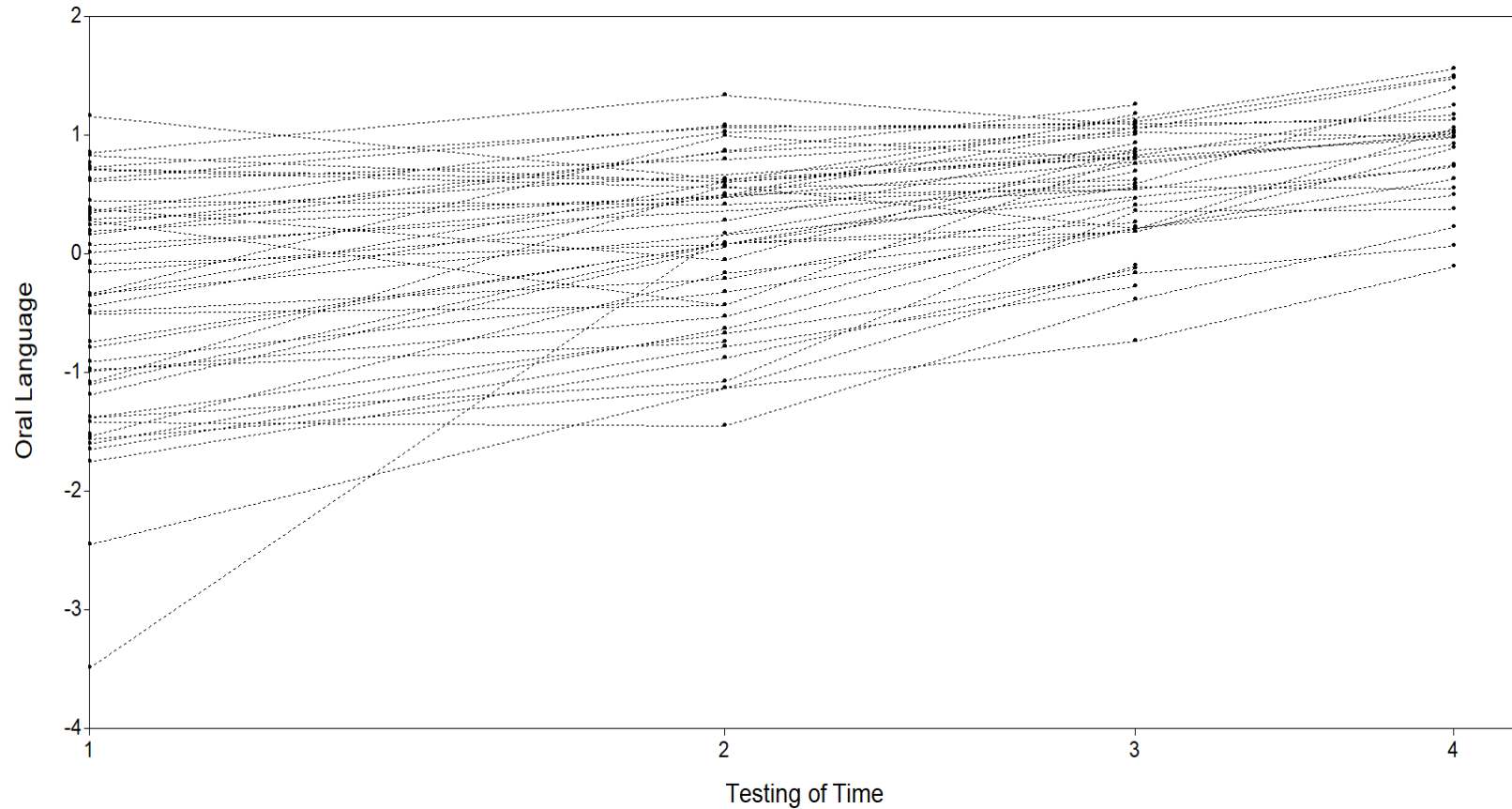
Phonological Awareness Growth
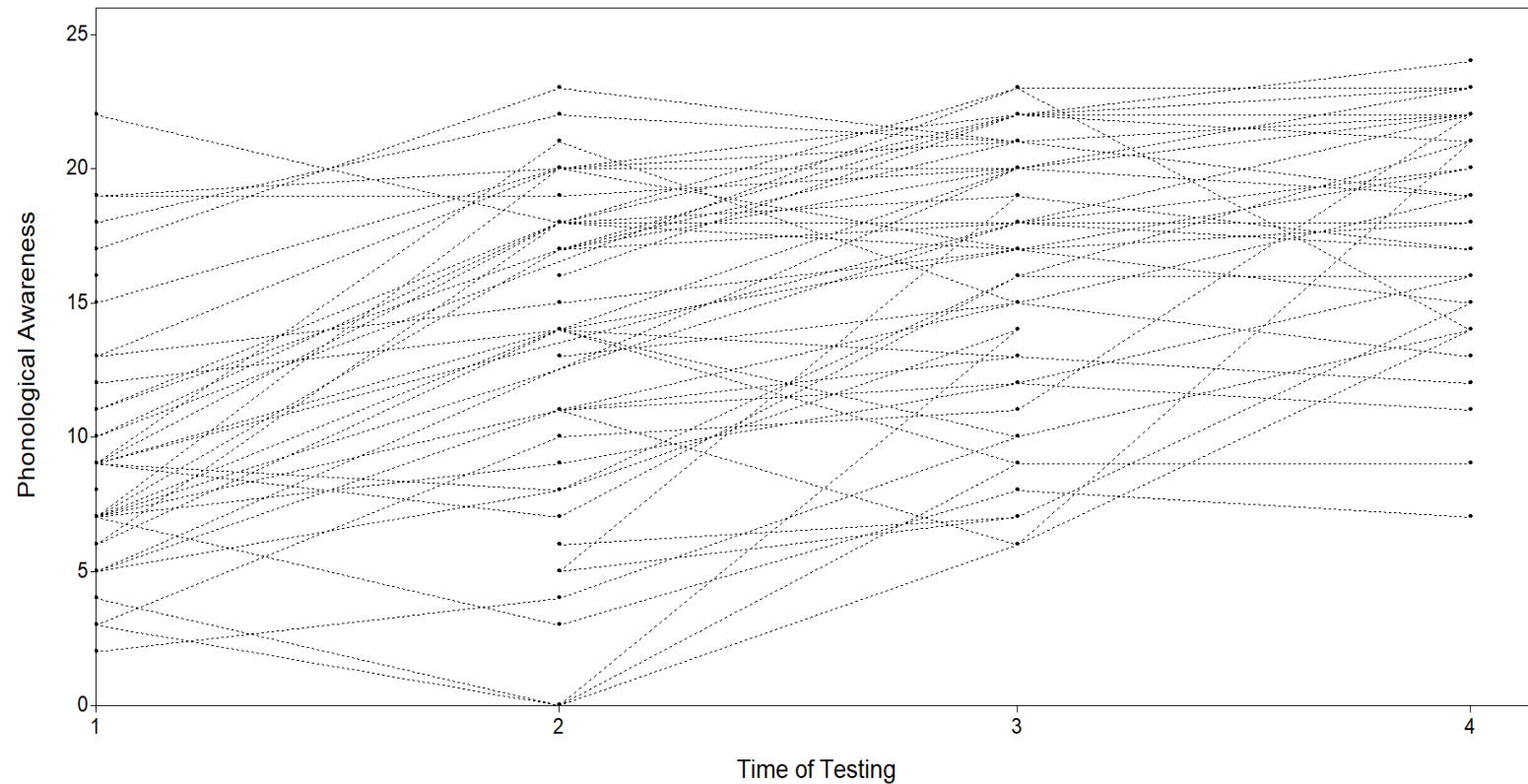
Decoding Growth
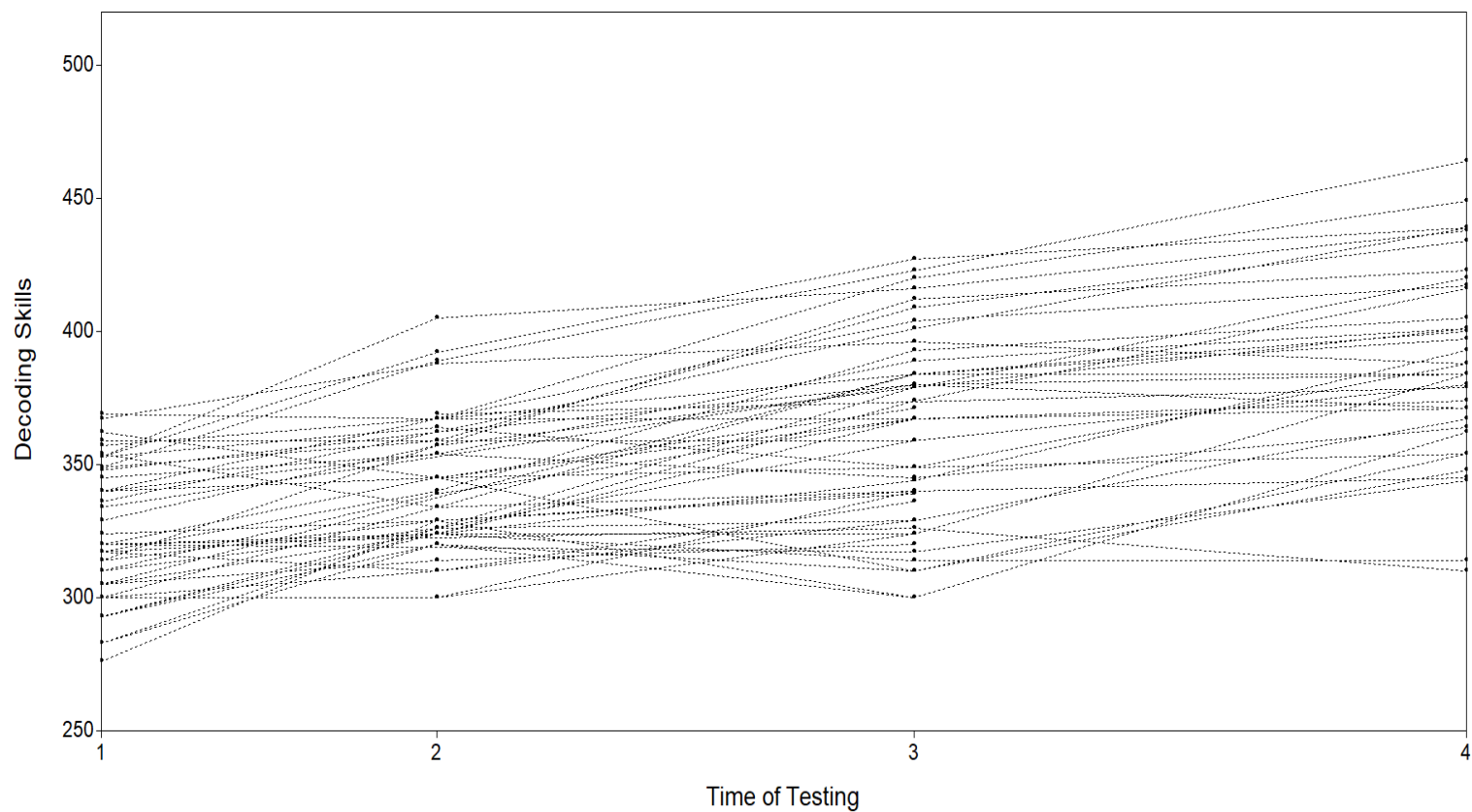
Early Skill Level Predicted Writing

Growth Predicted Writing

- Growth rates of language and decoding significantly and positively related to spelling and composing outcomes

- Not the case for phonological awareness

Discussion

- Known precursors of beginning reading are also precursors of beginning writing

- Complements existing work by:
  - Extending predictors to an earlier developmental timepoint
  - Including composing outcomes

Discussion

- Novel contribution of the predictive value of pre-reading growth trajectories to beginning writing outcomes in K/1st grade.

- Consolidation of skills may matter for writing.

Discussion

- Unexpectedly, growth in language related to spelling achievement.
  - Highlights importance of language for transcription skills.

- Lack of relation between growth in phonological awareness and writing

This study suggests that the rate in which children develop language and literacy skills during early childhood is **as important as** the initial skills they bring with them to the first day of school.

How can we accelerate the development of early language and literacy skills in the birth-5 period?

Interactive Read-Alouds

- An important vehicle for conversations that improve language and literacy development

- Extra-textual talk during read-alouds is related to improved learning

- Many efficacious interventions feature interactive read-alouds

Mol et al. (2009); Scarborough & Dobrich (1994); Zucker, Cabell, Justice, Pentimonti, & Kaderavek (2013)

Key Point #4

Engaging young children in early writing activities can potentially facilitate the learning of early skills.

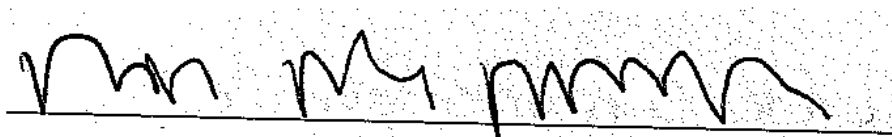Writing might be another Important vehicle.
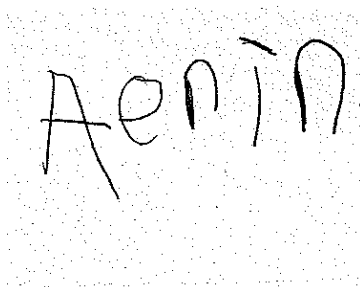
Types of Early Writing Activities

- Morning Message (interactive writing)
- Child-dictated writing
- Journal writing
- Writing in centers
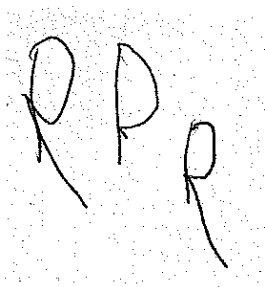- Writing with a variety of tools: pencil, marker, finger, magnetic letters

Gerde, Bingham, & Wasik (2012)
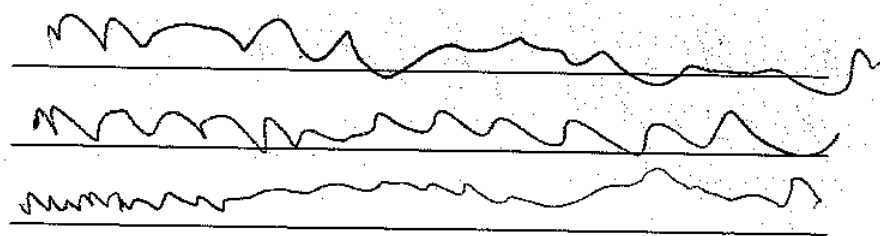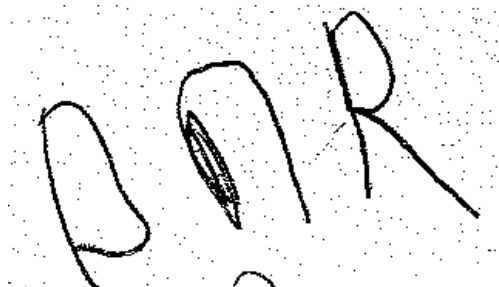
"Jingle Bells"

Three names

Aerin   doctor   sleep

Writing Helps Children's Literacy Grow

- Through engaging in writing, children are like scientists who are **actively forming and revising hypotheses** about how written language works.

- Children's writing can serve as a **springboard** for instruction about print and sound

Bissex (1985); Bloodgood (1999); Levin & Aram (2013)

Key Point #4

We can potentially boost early language and literacy skills through teacher-child conversations that scaffold children's early writing.
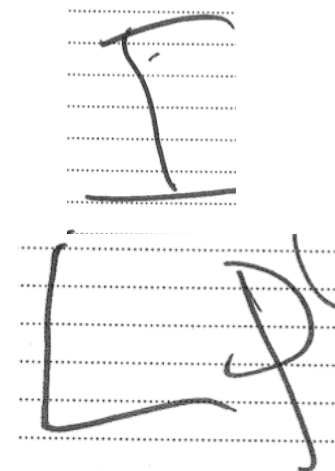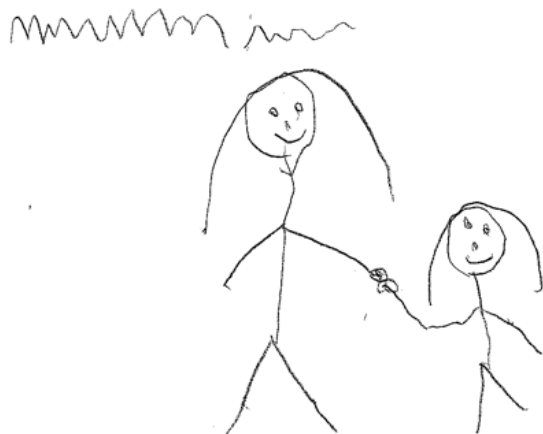
SCAFFOLDING CODE-RELATED LITERACY SKILLS DURING WRITING

A Variety of Writers in Classrooms

Writing Serves as a Window into Children's Literacy Knowledge

- Teachers can **assess** children's understanding of how written language works and the extent to which children are integrating their knowledge of print and sound

- Writing samples can inform teachers of how to help children take the next step in their literacy development by **scaffolding** their writing attempts

Writing Reflects Understandings About Print
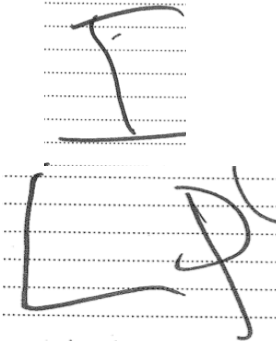
Writing Reflects Knowledge of Print and Sound

The Early Writing Framework

Level 1: Drawing & Scribbling	Level 2: Letters & Letter-Like Forms	Level 3: Salient & Beginning Sounds	Level 4: Beginning & Ending Sounds
No understanding of the alphabetic principle		"I love Pennsylvania"	"hop"

Pre-Alphabetic   **Partial Alphabetic**

Cabell, Tortorelli, & Gerde (2013); Copp, Cabell, Gabas, Slik, & Todd (2023); Ehri (2005)

What do we know about scaffolding in the classroom?

Teachers do **differentiate scaffolds.**

Teacher use a **limited repertoire of scaffolding** strategies with children.

In the context of writing, teachers tend to use **higher support scaffolding** strategies more often than lower support strategies.

Copp, Cabell, & Invernizzi (2019); Gerde & Bingham (2012); Henderson et al. (2002); Pentimonti & Justice (2010)

Early Writing Framework

1. Child is writing.

2. Teacher considers child's level of writing development

3. Teacher offers lower support scaffold

4. Child responds

5. Teacher evaluates child's response

6. Teacher offers higher support scaffold

6. Teacher offers lower support scaffold

Cabell, Tortorelli, & Gerde (2013); Copp, Cabell, Gabas, Slik, & Todd (2023)

Teacher: What are you writing?
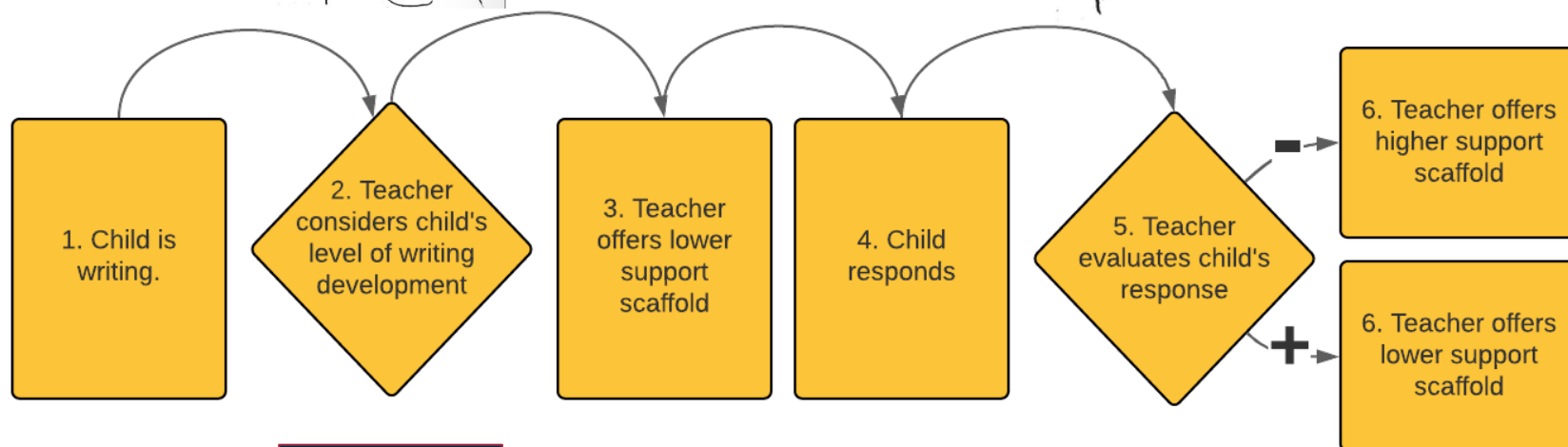Juliet: I am writing about my mom.

Teacher: You heard /m/ and I did too! What letter makes the /m/ sound? (Asking) Let's look on the alphabet chart. (Tools) Is it M or A? (Reducing Choices)

Juliet: I hear /m/.

1. Child is writing.

2. Teacher considers child's level of writing development

3. Teacher offers lower support scaffold

4. Child responds

5. Teacher evaluates child's response

6. Teacher offers higher support scaffold

6. Teacher offers lower support scaffold

Early Writing Framework

Teacher: Okay, the first thing we do when writing a word is think about the sound that we hear. What is the first sound you hear in mom? (Sequencing)

Level 1: Drawing & Scribbling	Level 2: Letters & Letter-Like Forms	Level 3: Salient & Beginning Sounds	Level 4: Beginning & Ending Sounds
		"I love Pennsylvania"	"hop"

T: "Can you read me what you are writing so far?"
S: pointing with pencil "shark boy and lava girl"

1. Child is writing.

2. Teacher considers child's level of writing development

3. Teacher offers lower support scaffold

4. Child responds

5. Teacher evaluates child's response

6. Teacher offers higher support scaffold

6. Teacher offers lower support scaffold

Early Writing Framework

Teacher: You wrote a V for lava. (Encouragement) What other sounds do you hear in lava, /l/a-/v/a? (Sequencing)

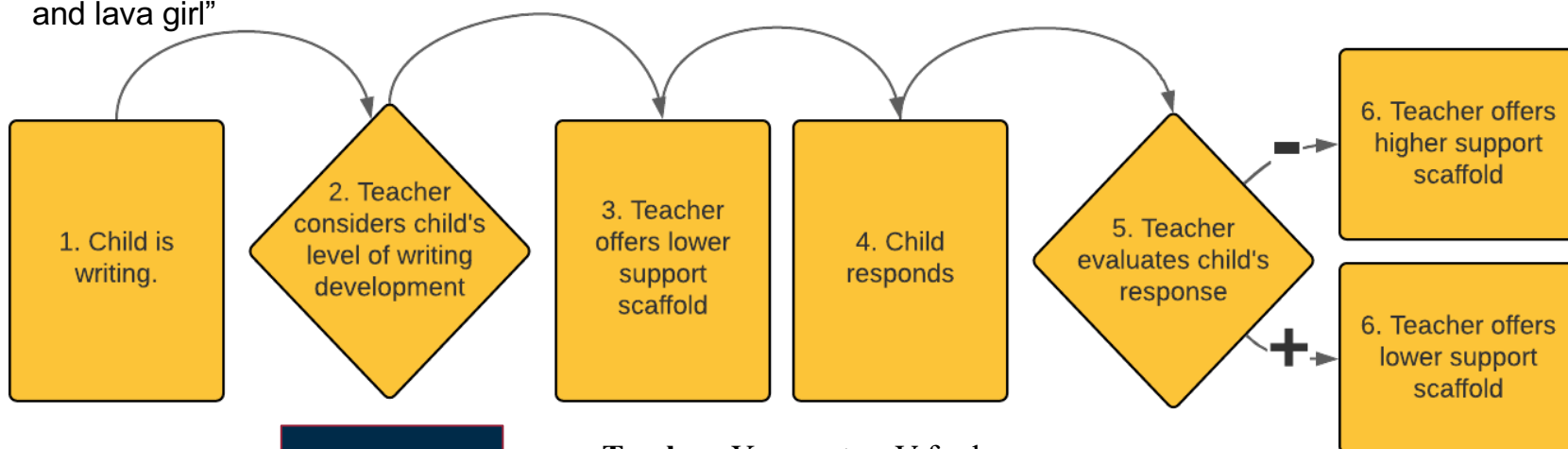| Level 1: Drawing & Scribbling	Level 2: Letters & Letter-Like Forms	Level 3: Salient & Beginning Sounds	Level 4: Beginning & Ending Sounds
		"I love Pennsylvania"	"hop"

Teacher: What's the next word you are writing? (Sequencing) Remember to stretch it out and write all of the sounds that you hear (Information).

Single Case Design Study

- Non-concurrent multiple baseline design
- Tested sequencing verbal scaffold
- Children in 4-year old-programs who have grasped alphabetic principle (partial alphabetic)
- Children met with an instructor three times per week for approximately 10-15 minutes.
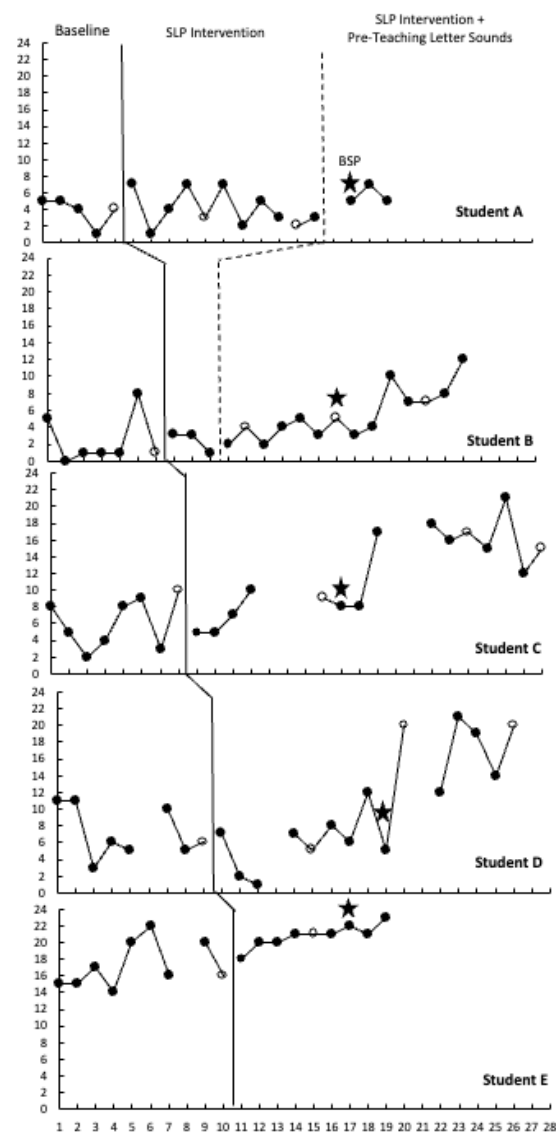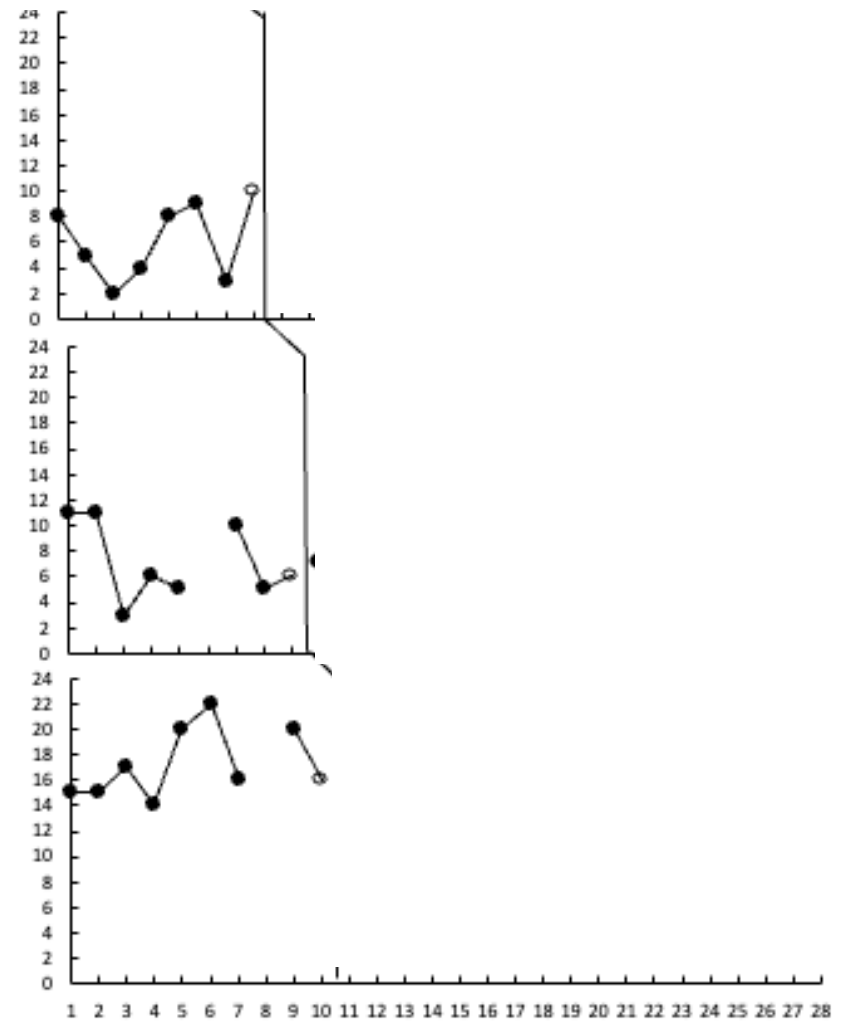- Maintenance probes took place at 1-, 2-, and 3-weeks post-intervention.

Decision Guide for Target Scaffolding

If student attempt…	Priority for Target of Scaffolding
Does not have first sound represented	Initial Sound
Has first sound represented but does not have final sound	Final Sound
Has first and final sound represented but does not have medial vowel	Medial Vowel Sound
Has all three sounds but not in the correct order	Position of the Sounds
Has all three sounds represented in the correct order, but not spelled conventionally	Correct Orthography to Represent Sounds

Level	Script
1	Independent Correct – No scaffold
2	"*What is the [first, last, or middle] sound you hear in _____ [insert word here]?*" **Write the sounds you hear in _____ [insert word here].**
3	"*In the word _____ [insert word here], I hear the sounds /x/ /x/ /x/. What is the [first, last, middle] sound you hear?*" **Write the sounds you hear in the word _____ [insert word here].**
4	"*In the word _____ [insert word here], I hear /x/ /x/ /x/* (emphasize the focal sound). *The [first, last, middle] sound I hear is /x/ in _____ [insert word here]* (emphasize focal sound again)." **Write the sounds you hear in the word _____ [insert word here].**
5	"*In the word _____ [insert word here], we heard the sounds /x/ /x/ /x/. Now let's write the [first, last, middle] sound /x/ with a X like this* [MODEL]. [Remove letter], *Now you try. Way to go, now let's read our word, _____ [insert word here]*".

Baseline

Baseline   SLP Intervention

Baseline   SLP Intervention   SLP Intervention +
Pre-Teaching Letter Sounds

BSP

Student A

SCAFFOLDING ORAL LANGUAGE SKILLS DURING WRITING
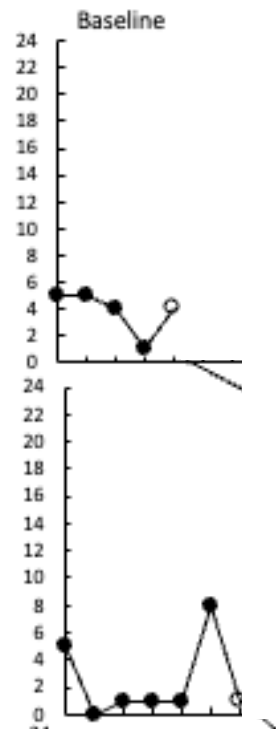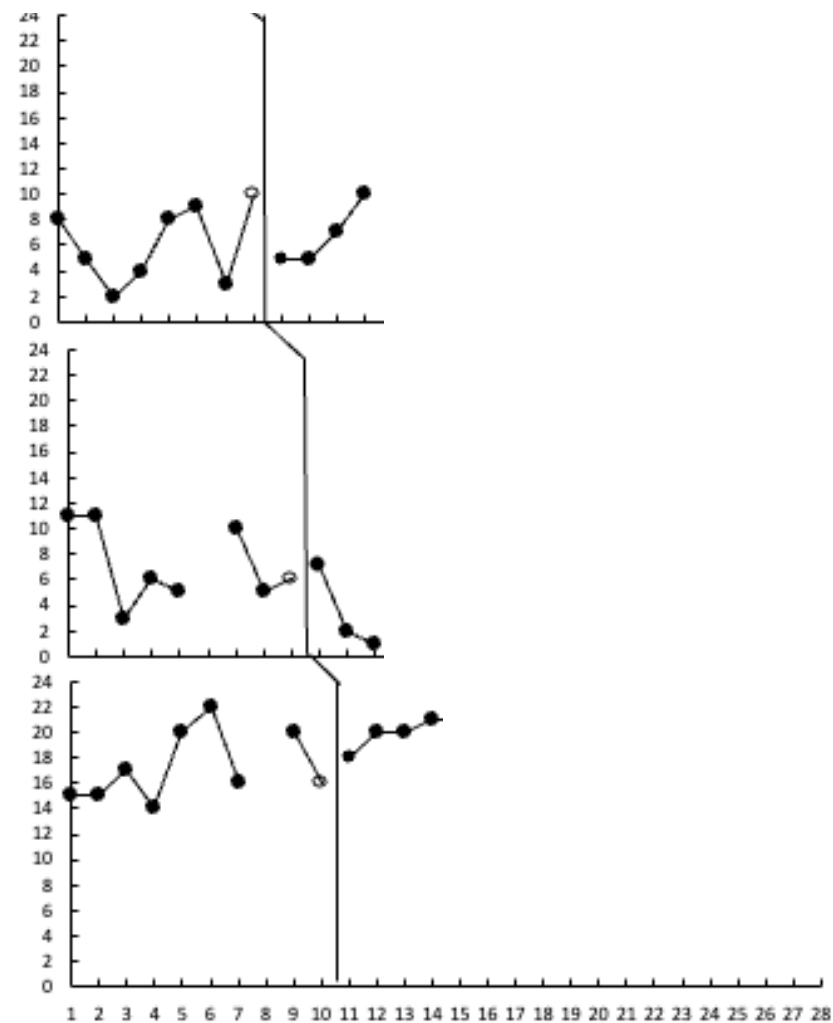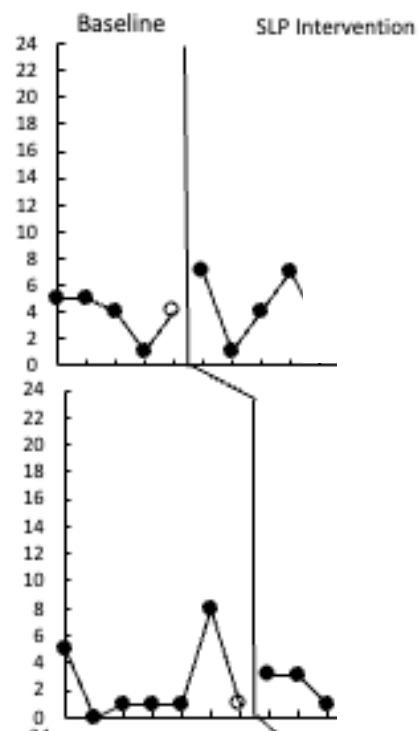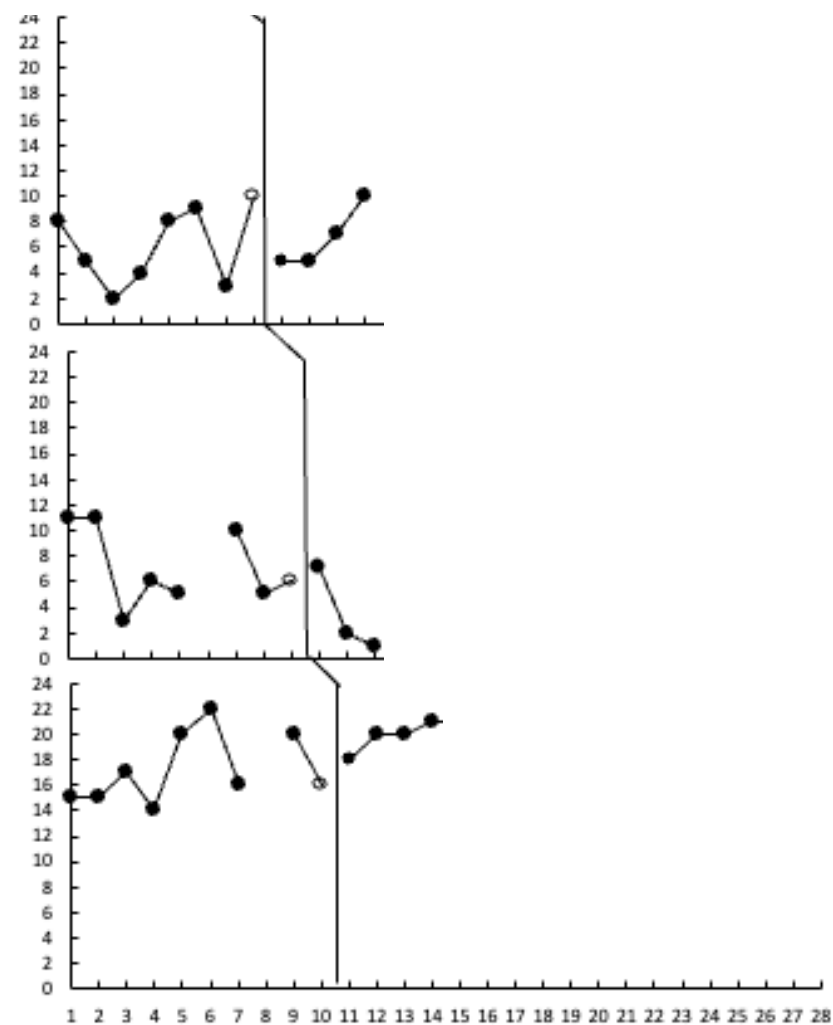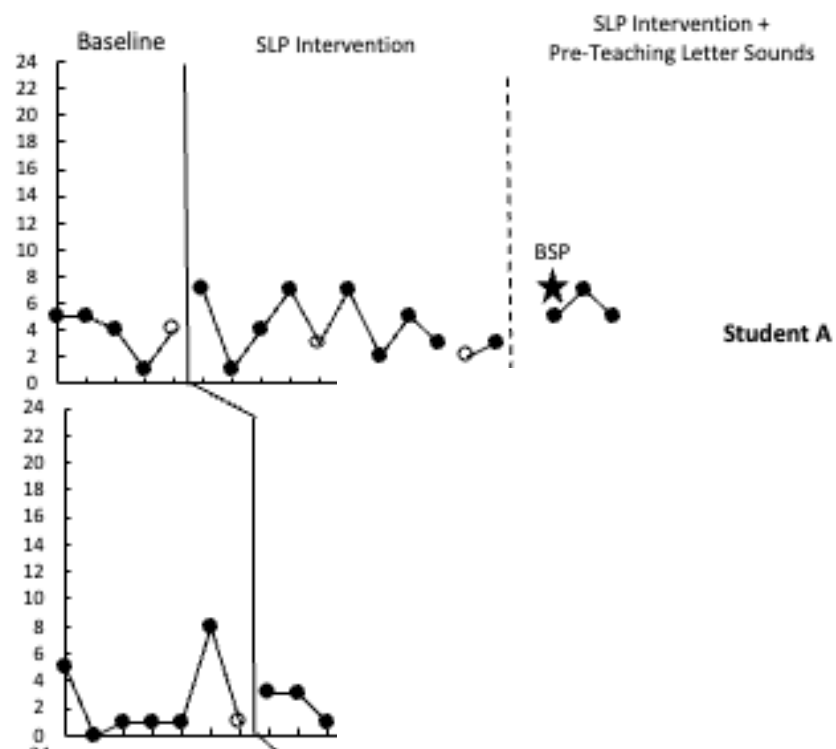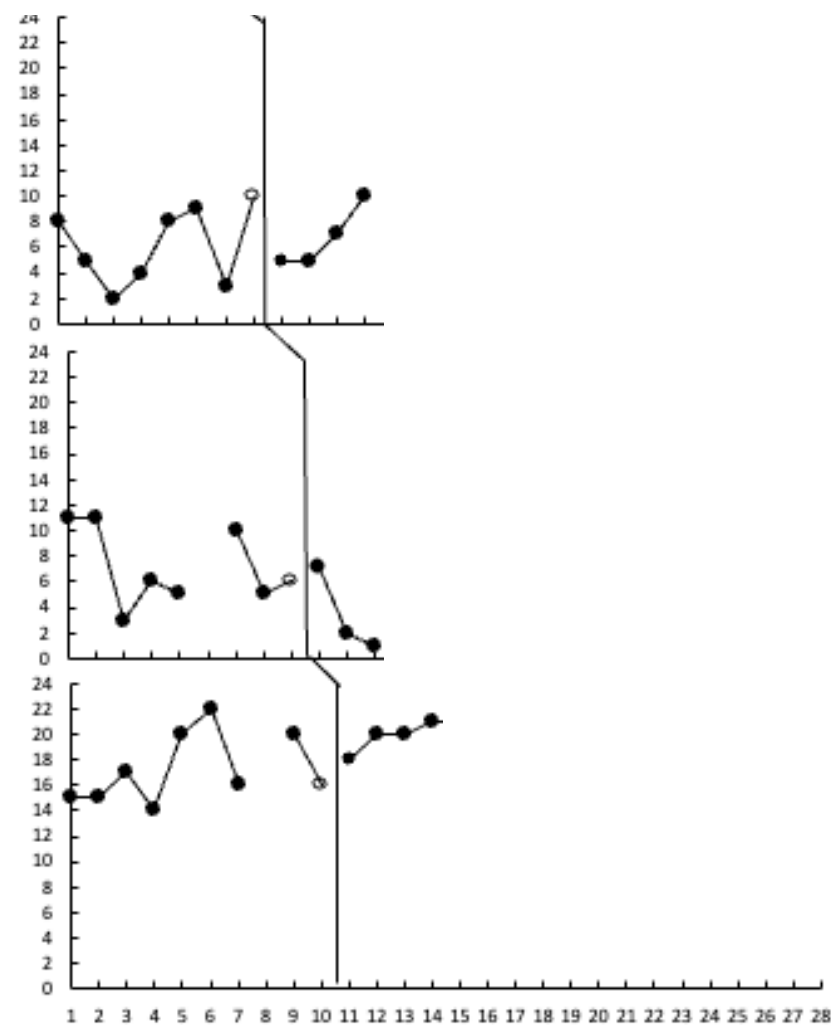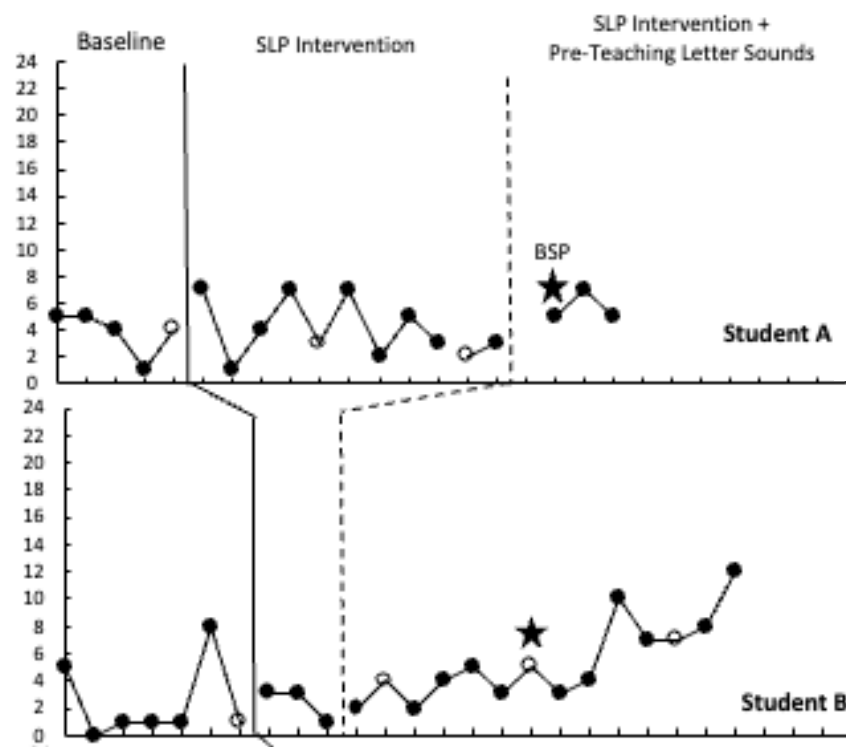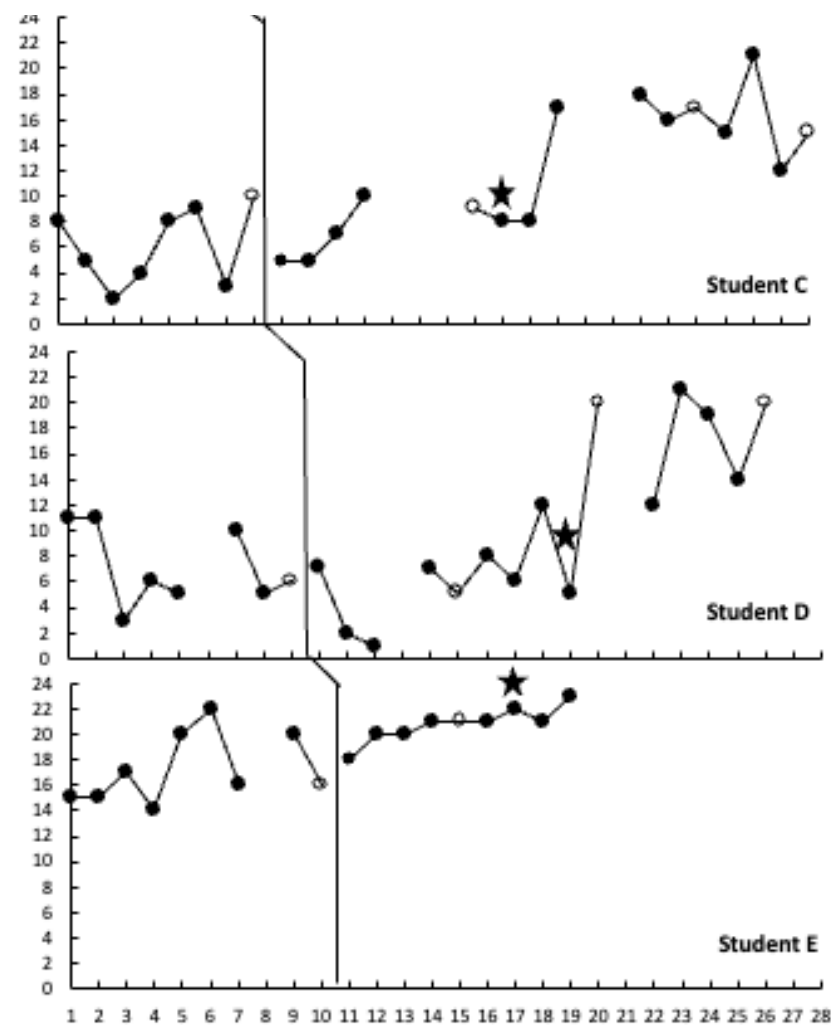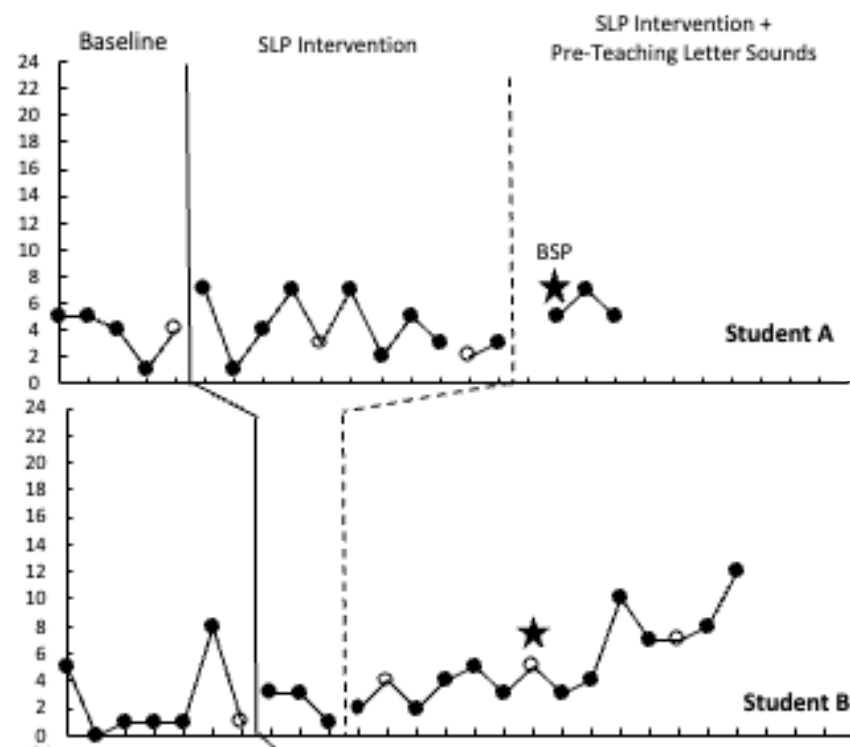
FLORIDA CENTER *for*
READING RESEARCH

Oral Language

Is the system of words and word combinations used to communicate with others through **speaking and listening**.

Develops from birth!

We use oral language to express and comprehend **knowledge, ideas, and feelings**.

Infants

Toddlers

Preschool and beyond

Classroom Conversations Matter More than Students' Zip Codes
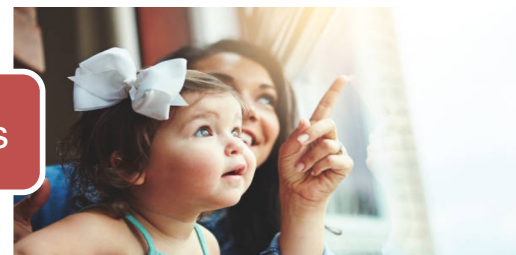
"This means that children from low-income families, whose syntactic level is quite low at the beginning of the year, may grow as much or more than children from high income families, **if the teachers speak in complex sentences.**"

-**Janellen Huttenlocher**, University of Chicago

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Cognitive Psychology 45 (2002) 337–374

Cognitive Psychology

www.academicpress.com

Language input and child syntax

Janellen Huttenlocher,[*] Marina Vasilyeva,
Elina Cymerman, and Susan Levine

*Department of Psychology, University of Chicago, 5848 S. University Ave.,
Chicago, IL 60637, USA*

Accepted 20 September 2001

Abstract

Existing work on the acquisition of syntax has been concerned mainly with the early stages of syntactic development. In the present study we examine later syntactic development in children. Also, existing work has focused on commonalities in the emergence of syntax. Here we explore individual differences among children and their relation to variations in language input. In Study 1 we find substantial individual differences in children's mastery of multiclause sentences and a significant relation between those differences and the proportion of multiclause sentences in parent speech. We also find individual differences in the number of noun phrases in children's utterances and a significant relation between those differences and the number of noun phrases in parent speech. In Study 2 we find greater syntactic growth over a year of preschool in classes where teachers' speech is more syntactically complex. The implications of our findings for the understanding of the sources

Huttenlocher, Vasilyeva, Cymerman, & Levine (2002)

The Importance of Teacher Talk

Huttenlocher, Vasilyeva, Cymerman, & Levine (2002)

Early Childhood Research Quarterly 28 (2013) 496–508

Contents lists available at SciVerse ScienceDirect

Early Childhood Research Quarterly

ELSEVIER

Bi-directional dynamics underlie the complexity of talk in teacher–child play-based conversations in classrooms serving at-risk pupils

Laura M. Justice [a,*], Anita S. McGinty [b], Tricia Zucker [c], Sonia Q. Cabell [b], Shayne B. Piasta [a]

[a] The Ohio State University, United States
[b] University of Virginia, United States
[c] University of Texas Health Science Center at Houston, United States

ABSTRACT

This study examined the transactional, utterance-by-utterance dependencies in the syntactic complexity of teachers' and children's talk during small-group conversations in preschool classrooms. The sample included 39 teachers and select children in their classroom, which targeted enrollment to children experiencing documentable risk factors. Patterns of sequential dependencies demonstrated a bi-directional interdependence in teachers' and children's complex syntactic use, whereby both teachers and children appeared sensitive to each other's use of complex syntactic forms. Teachers' use of complex syntax increased the likelihood that children's adjacent utterance would contain complex syntax; similarly, children's use of complex or simple syntax increased the likelihood that teachers' adjacent utterance would mirror their syntactic level. Associations were small to moderately large in strength, but varied across individual classrooms. The findings point to complex, bi-directional relationships underlying the complexity of talk within the classroom language environment.

Children are likely to follow a teacher complex utterance with a complex utterance of their own.

Justice, Zucker, McGinty, Cabell, & Piasta (2013)

This clock tells us the time and we can move the hands.

Can I move the hands on the clock and change the time?

Children are likely to follow a teacher complex utterance with a complex utterance of their own.

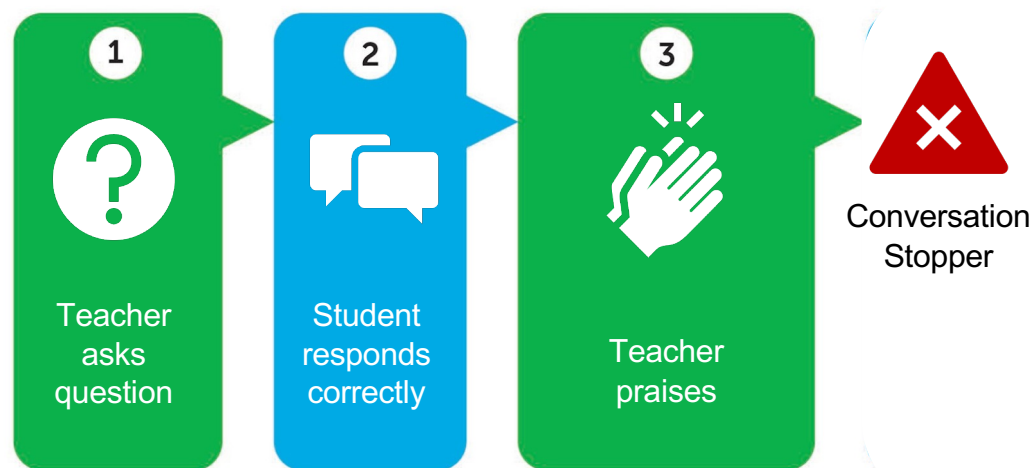Justice, Zucker, McGinty, Cabell, & Piasta (2013)

What are the Features of High Quality Conversations?

- Maintaining a conversation on **one topic** over multiple turns. (T-C-T-C-T)
- Teachers **elicit** student participation (e.g., asking open-ended question)
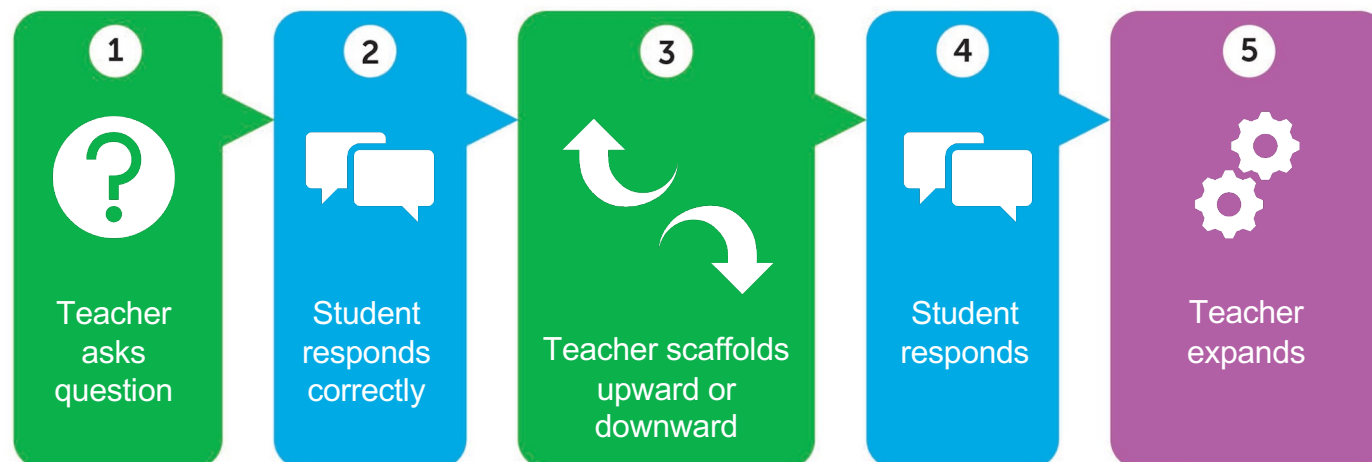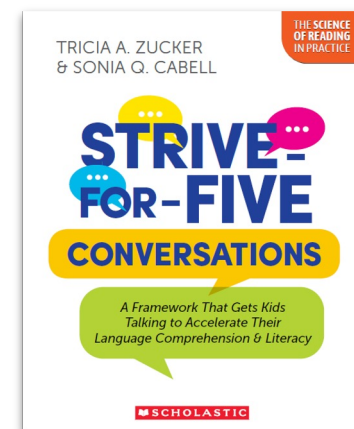- Teacher **expands** what students are saying.

Cabell, Justice, McGinty, DeCoster, & Forston (2015)

A Small Shift from Regular Conversations

1 — Teacher asks question

2 — Student responds correctly

3 — Teacher praises

Conversation Stopper

"Strive-for-Five" Conversations

TRICIA A. ZUCKER
& SONIA Q. CABELL

THE SCIENCE OF READING IN PRACTICE

STRIVE-FOR-FIVE
CONVERSATIONS

A Framework That Gets Kids Talking to Accelerate Their Language Comprehension & Literacy

SCHOLASTIC

1 — Teacher asks question

2 — Student responds correctly

3 — Teacher scaffolds upward or downward

4 — Student responds

5 — Teacher expands

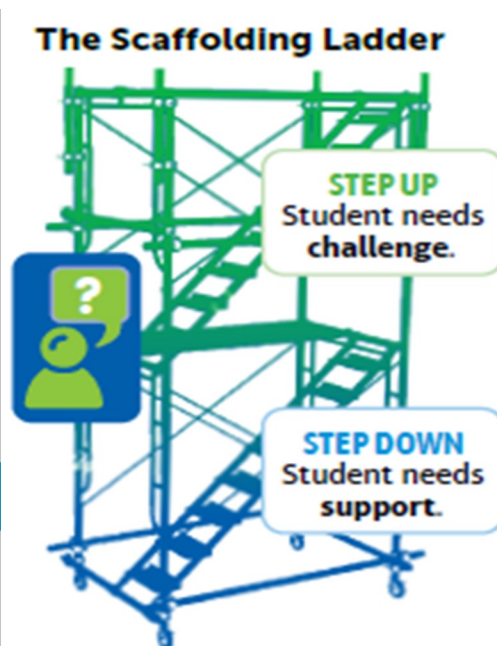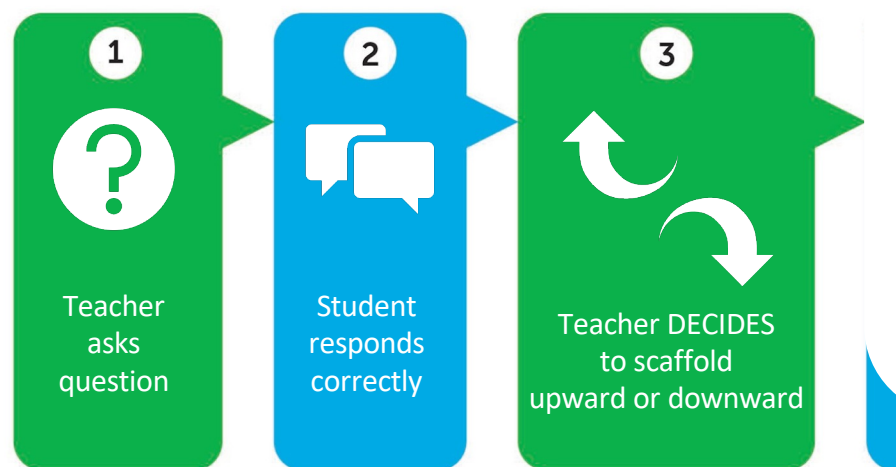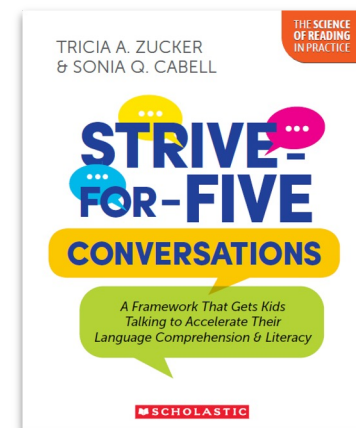CHILDREN'S LEARNING INSTITUTE | UTHealth The University of Texas Health Science Center at Houston

Key Decision Point is Turn #3 "Strive-for-Five" Conversations

Scaffolding to Responsively Guide Language

Upward Scaffold – Add Challenge

S C A F F O L D

Downward Scaffold – Support & Simplify

42% of scaffolding opportunities missed

Scaffolding strategies are **explanations, hints, models, or follow-up questions** caregivers use to organize child thinking or to simplify a task to a level the child can perform with some support.

Effective scaffolds are *contingent responses* that match the child's level of understanding.

Deshmukh, Pentimonti, Zucker, & Curry (2022)

Conversations during Composing

- After a read-aloud, draw and write about the text

- Guiding Question: What would you like to give to the moon for its birthday?
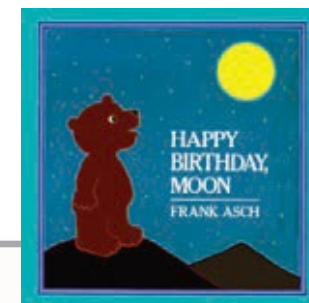
Name: Ricky

Draw and Write with Scout!

This week we read **Happy Birthday, Moon** by **Frank Asch**. It's a narrative about a bear who wants to buy the Moon a birthday present.

What would you like to give the Moon for its birthday?

I would 6iVe the moon 9 500RuS Because I would Buy him anything

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Name: Elhanah 3/1

Draw and Write with Scout!

This week we read **Happy Birthday, Moon** by **Frank Asch**. It's a narrative about a bear who wants to buy the Moon a birthday present.

What would you like to give the Moon for its birthday?
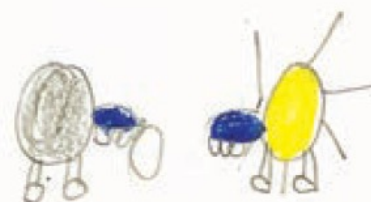
I would give the moon a baseball so wih its Day tim the moon can Play wih its the DFR the moon can Play with the sun

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Upward Scaffolding Strategies
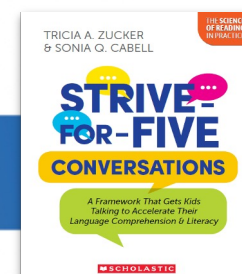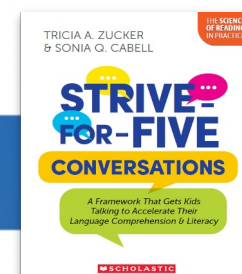
Challenge Level	Scaffold Type	What You Do	Example
MINIMAL	**Extra Facts**	Ask a *what*, *where*, *when*, or *how* question about related facts, ideas, or word meanings.	"Yes, seeds need soil and sun to grow. What else do they need?"
	Opinions or Judgments	Elicit opinions or attitudes about the quality of something.	"Is it right to fight with your friends?"
MODERATE	**Connections and Patterns**	Ask the child to link conversation to personal or general experiences.	"What kinds of things make you frustrated like this?"
	Inferences or Emotions	Elicit inferences or ideas about feelings, emotions, or desires of self or a character in a book.	"How do you think she's feeling?"
INTENSE	**Predictions and Hypotheses**	Ask the child what might happen next or the outcome of an event or what could happen given different scenarios.	"What do you think she would have done if he had not said 'Sorry?'"
	Explain Cause and Effect	Ask the child to explain or infer a chain of events or what made things happen.	"Why do you think she is running away?"

TRICIA A. ZUCKER & SONIA Q. CABELL

THE SCIENCE OF READING IN PRACTICE

STRIVE-FOR-FIVE CONVERSATIONS

A Framework That Gets Kids Talking to Accelerate Their Language Comprehension & Literacy

SCHOLASTIC

Upward Scaffolding Strategies

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34%

8%

STRIVE-FOR-FIVE CONVERSATIONS
TRICIA A. ZUCKER & SONIA Q. CABELL
A Framework That Gets Kids Talking to Accelerate Their Language Comprehension & Literacy
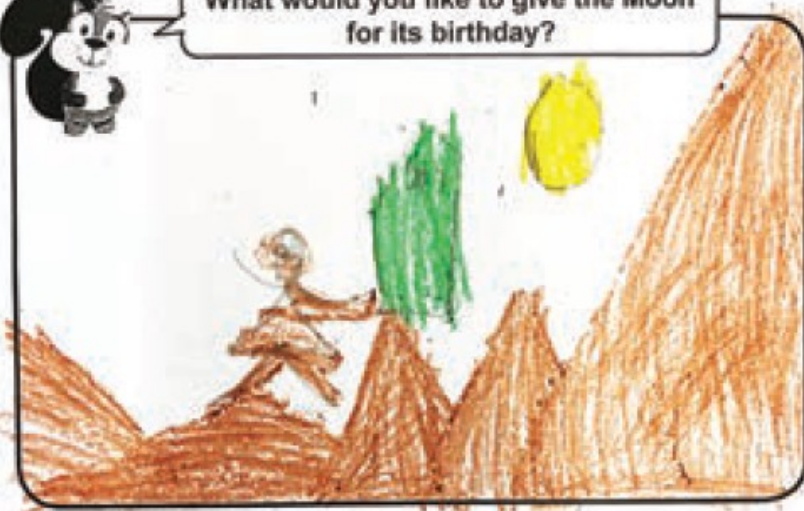
Deshmukh, Pentimonti, Zucker, & Curry (2022)

Name: Ricky

Draw and Write with Scout!

This week we read *Happy Birthday, Moon* by *Frank Asch*. It's a narrative about a bear who wants to buy the Moon a birthday present.

What would you like to give the Moon for its birthday?

I would give the moon a 500barbs Because I would Buy him mittens.

HAPPY BIRTHDAY, MOON
FRANK ASCH

Strive For Five – **Upward Scaffold**

1 TEACHER QUESTION

What did you write?

2 CHILD RESPONDS

"I would give the moon 500 bucks."

3 TEACHER CHALLENGES

Why would you give him 500 bucks? (abstract question)

4 CHILD RESPONDS

It's a lot of money.

5 TEACHER EXPANDS

Yes, that is a large amount of money, and the moon could purchase many things! Can you write about that?

Downward Scaffolding Strategies

Support Level	Scaffold Type	What You Do	Example
MINIMAL	Reframe Question	Reframe the original question to an easier question, an either/or question, or a question with limited response options.	T: What is happening? S: She… T: Is she sharing?
	Give Visual Hints	Point to picture clues or visual reminders to support recall or understanding.	T: What's this? S: (No response) T: It is one of our vocabulary words (points to picture card)
	Recast	Restate the child's answer modeling formal syntax or grammar.	S: I goed to the park. T: You went to the park.
MODERATE	Cloze or Co-Participating	Use a fill-in-the-blank or cloze technique with rising intonation that implies the child should complete the sentence with a word or phrase. Or encourage the child to produce a correct response by doing it together with the teacher or a peer.	T: She decided to let him… S: Pick T: Yes! She let him pick the toy.
INTENSE	Model and Repeat	Provide an exact model and prompt the child to repeat the correct response.	S: They messing up the building T: Castle. Can you say *castle*? S: Yeah, castle

TRICIA A. ZUCKER & SONIA Q. CABELL

THE SCIENCE OF READING IN PRACTICE

STRIVE-FOR-FIVE CONVERSATIONS

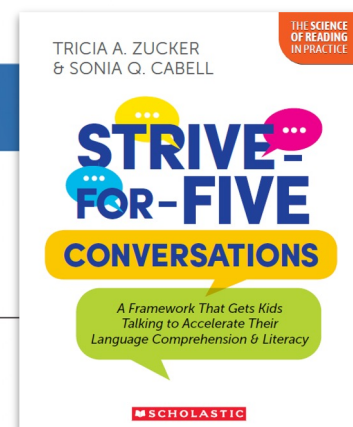*A Framework That Gets Kids Talking to Accelerate Their Language Comprehension & Literacy*

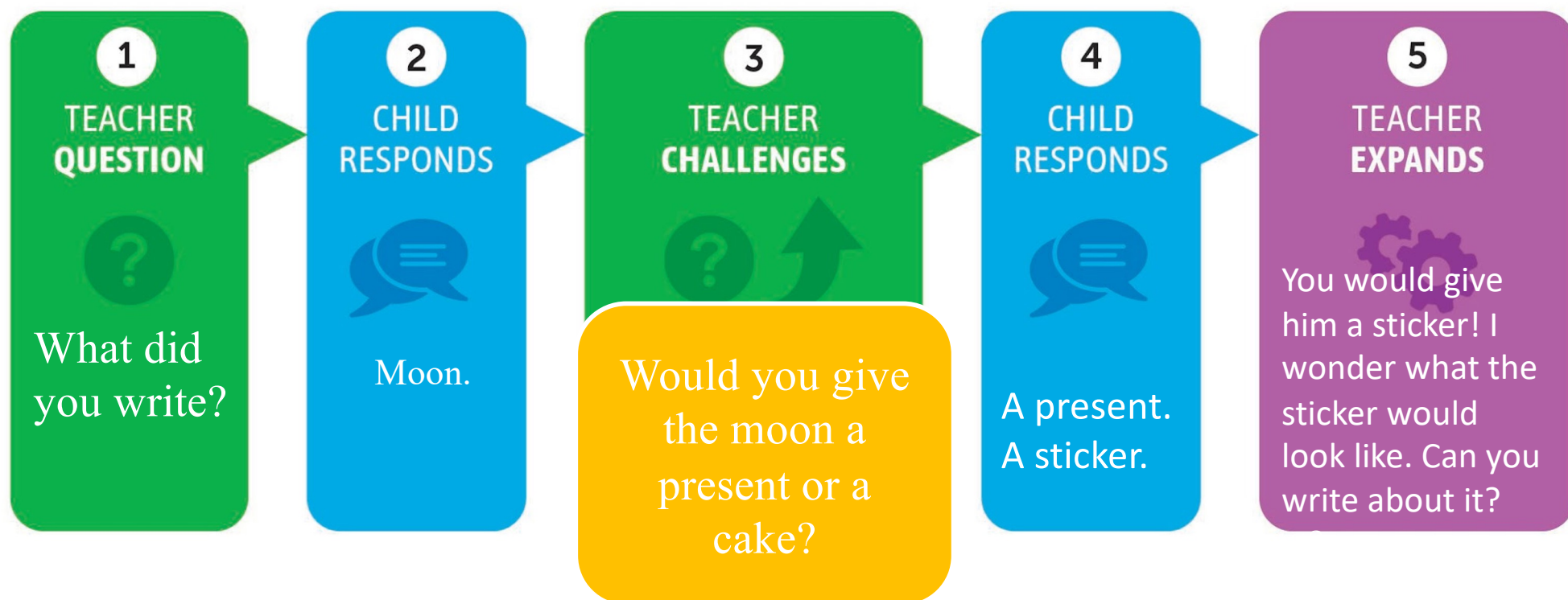SCHOLASTIC

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28%

9%

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Deshmukh, Pentimonti, Zucker, & Curry (2022)

Strive For Five – **Downward Scaffold**

1 TEACHER QUESTION
What did you write?

2 CHILD RESPONDS
Moon.

3 TEACHER CHALLENGES
Would you give the moon a present or a cake?

4 CHILD RESPONDS
A present. A sticker.

5 TEACHER EXPANDS
You would give him a sticker! I wonder what the sticker would look like. Can you write about it?
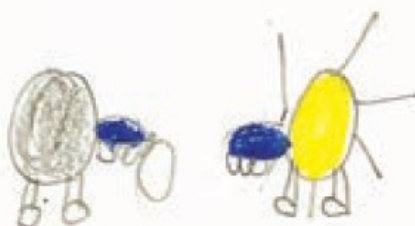
Name: Elhanah 3/1

Draw and Write with Scout!

This week we read *Happy Birthday, Moon* by **Frank Asch**. It's a narrative about a bear who wants to buy the Moon a birthday present.

What would you like to give the Moon for its birthday?

I would give the moon a baseball
so wih its Daytim the moon can play
wih its the Drk the moon can play with
the sun

1 STUDENT: Ms. Carr, can I show you mine? I wrote, "I would give the moon a basketball so when it is daytime the moon can play. When it's dark, the moon can play with the sun."

2 MS. CARR (concrete question): Wow, this is very creative. Where is the basketball in your drawing?

3 STUDENT: It's here. [Student points to center circle.]

4 MS. CARR (abstract question): I see. Where do you think you would draw Earth if you added it to this picture?

5 STUDENT: I'm not sure. I think it might be in between them.

6 MS. CARR: Yes, that would make sense. You could do a little more research if you want. You can go to the computer center and search for a NASA video about day and night on the moon so you can learn more about what it is like on the moon at different times and add onto your message.

Zucker & Cabell (2023)

Take-Away

Engaging young children in early writing activities can provide an opportunity to support early skills that relate to both word recognition and language comprehension. This can happen through scaffolded teacher-child conversational interactions.

THANK YOU!
SCABELL@FSU.EDU
TWITTER: @SONIACABELL

Open Access Resources

TEDx Talk by Sonia Cabell- Writing into literacy: Why early writing matters. TEDx FSU Conference.
https://www.youtube.com/watch?v=blNjwxzmCE0

How do I Write…? Scaffolding Preschoolers' Early Writing Skills
https://www.readingrockets.org/topics/preschool-and-child-care/articles/how-do-i-write-scaffolding-preschoolers-early-writing

The Rising Star Scaffolding Guide: Supporting Young Children's Early Spelling Skills
https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2156

Using Strive-for-Five Conversations to Strengthen Language Comprehension in Preschool through Grade One
https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2266

Asking Questions is Just the First Step: Using Upward and Downward Scaffolds
https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1943

Going Nuts for Words: Recommendations for Teaching Young Students Academic Vocabulary
https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1967

Links to Research Studies Referenced During Q&A

[Rate of Growth of Preschool-Age Children's Oral Language and Decoding Skills Predicts Beginning Writing Ability (Cabell et al., 2022)](#)

[Evidence-based Features of Writing Instruction in Widely Used Kindergarten English Language Arts Curricula (Gabas, Cabell, Copp, & Campbell, 2023)](#)

[Evaluation of Head Start Curricula for Standards-Based Writing Instruction (Gerde, Skibbe, Wright, & Douglas, 2019)](#)
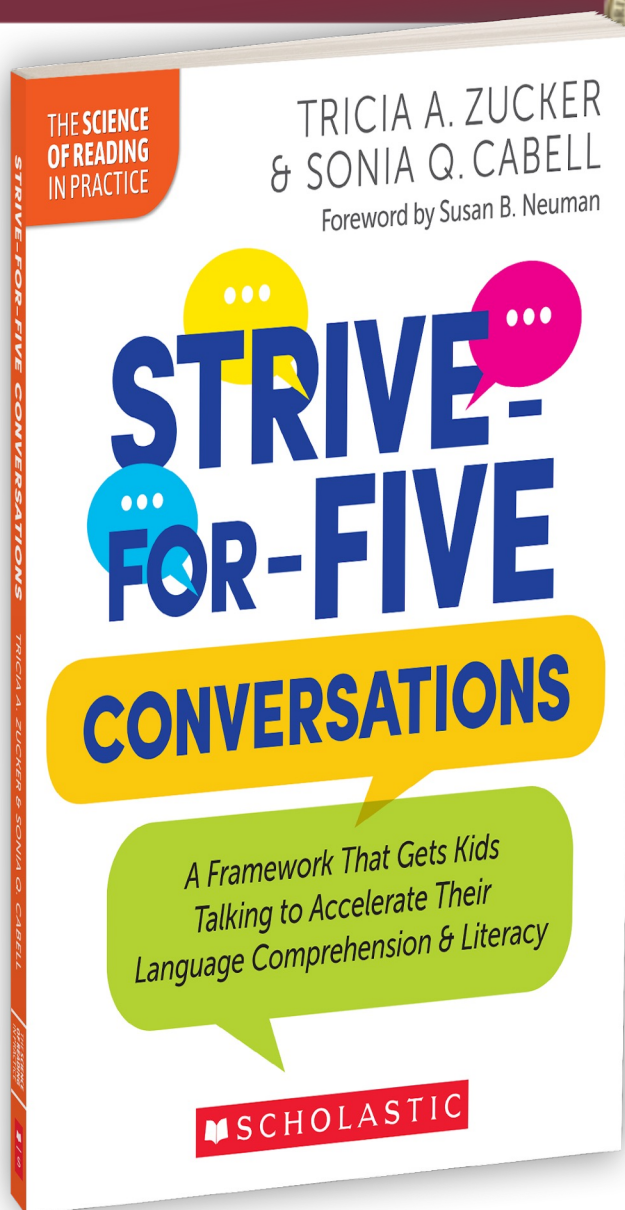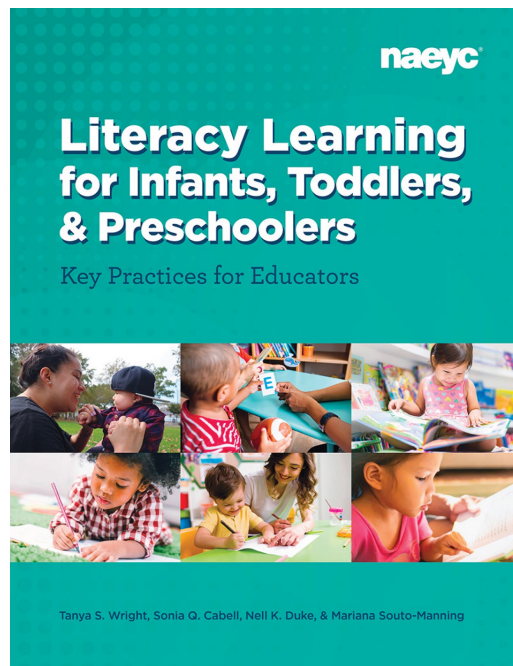
Learn More at
scholastic.com/shop-striveforfive

Other Resources

Literacy Learning for Infants, Toddlers, & Preschoolers

– Wright, Cabell, Duke, & Souto-Manning

– Published by NAEYC

Other Resources

Handbook on the Science of Early Literacy

– Sonia Cabell, Susan Neuman, & Nicole Patton Terry

– Published by Guilford

Handbook on
THE SCIENCE OF
EARLY LITERACY

edited by
Sonia Q. Cabell
Susan B. Neuman
Nicole Patton Terry