
of the reading process: the way the reader processes each word, the way the reader processes each sentence (Scahill, 2008),

The Preschool Period

These are not literate children—they cannot acquire new vocabulary through their own independent reading.

Important word meanings in the preschool period

Most of the words learned in the preschool period have *perceptual* (or “concrete”) meanings (Hollis, 1997). Deacon (1997) and Pei (1993/1995) call these *ideational* words and *nonverbal perceptions* of objects, places, etc.⁴

However, preschool children also learn *relational meanings* from age 2 on. The earliest relational words have been identified by age 3 but are not the child’s first relational words (Hollis & Riordan, 1999).

Among the relational words are

comparative words like *big* and *small*; *could*, *both*, *after*, *instead*, *inside*, *whose*, and *enough*; and

the *idiomatic* words like *aunt/niece*, *boss/worker*, *balance*, *put*, and *difficult* like *big/small*, *good/bad* and *quickly/slowly*.

The *relational*

Primary children are still mainly preliterate. Until they become able to read, they are dependent on oral language. When they hear a word, they learn its meaning from the context. For example, if they hear the word "big" in the sentence "The big dog barked," they learn that "big" means "large." This is how they learn the meanings of words in their early years. In the first five years of life, children learn about 130 words per week, and by age five they have learned about 500 words. This is a very rapid rate of learning. The words they learn are mostly concrete nouns and verbs, such as "cat," "dog," "run," and "jump." They also learn some abstract words, such as "big" and "small." The words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children.

The priority symbolic words (concrete nouns and verbs) are learned first. For example, children learn the words "cat" and "dog" before they learn the words "science" and "evidence." The words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children. The words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children.

How can acquiring word meanings be supported in the primary period?

Primary children are still mainly preliterate. Until they become able to read, they are dependent on oral language. When they hear a word, they learn its meaning from the context. For example, if they hear the word "big" in the sentence "The big dog barked," they learn that "big" means "large." This is how they learn the meanings of words in their early years. In the first five years of life, children learn about 130 words per week, and by age five they have learned about 500 words. This is a very rapid rate of learning. The words they learn are mostly concrete nouns and verbs, such as "cat," "dog," "run," and "jump." They also learn some abstract words, such as "big" and "small." The words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children.

In the primary period (kindergarten, grade 1, and grade 2), the words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children. The words they learn are mostly from the oral language of their family and the community. They learn the words they hear most often. This is why it is important to provide a rich oral language environment for young children.

Reviewing and editing are each reading in the literature, a reading and editing

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 echild e e e ac j eal e cab_ ja f added eading e i e e ha h e
 (Sha & Bie ille , 2009). C e e l , l e ha i e i e e a i g d e a a e e f j k e e

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