

Oral Language Development:

The Foundation for Literacy

Rhode Island Reading First Leadership Meeting
November 8, 2007

Corinne Eisenhart, Ph.D.

ERRFTAC



AGENDA:

- **WELCOME:**

Review Agenda, Preview Materials,
Activate Prior Knowledge

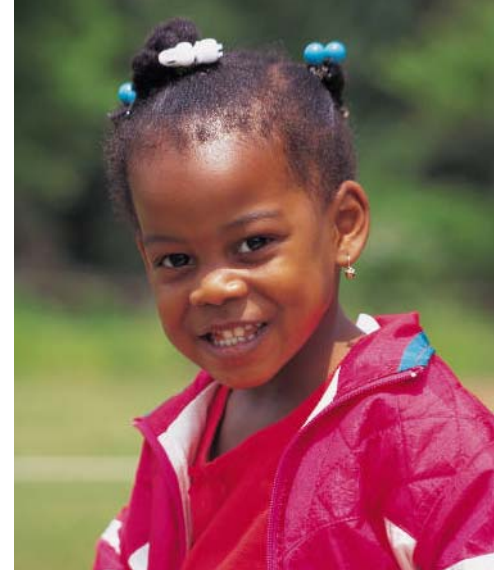
- **BACKGROUND KNOWLEDGE:**

Oral Language Development and Rhode
Island's Grade Level Expectations,
Research

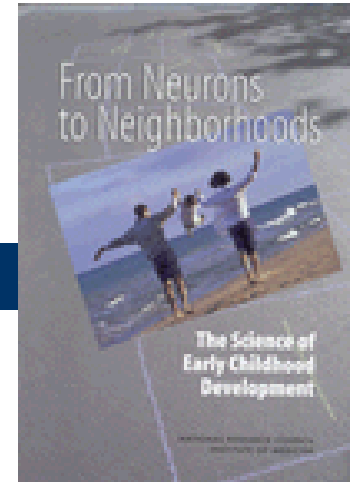
- **RESEARCH to PRACTICE:**

Components of Oral Language
Instruction

- **LEADERSHIP:** The Role of the Reading
Coach

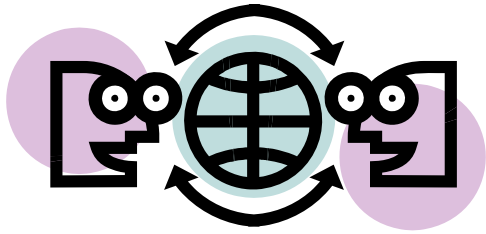


From Neurons to Neighborhoods (2000)



“Starting from the first day of life, the development of communication skills, language, and literacy are significant accomplishments.”

p. 126



Activity:

Oral Language Development Instruction

What I <u>K</u>now	What I <u>W</u>ant to Know	What I <u>L</u>earned
	<p>Three questions:</p> <ol style="list-style-type: none">1.2.3.	

WRITTEN AND ORAL COMMUNICATION

Kindergarten – Grade 5

Rhode Island and New Hampshire LOCAL Grade Level Expectations (GLEs) for Written & Oral Communication
including New England Common Assessment Program (NECAP) STATE Grade Level Expectations (GLEs) for Written Communication

Oral Communication Strategies: Interactive Listening (OC-1)					
End of Grade K LOCAL ONLY	End of Grade 1 LOCAL ONLY	End of Grade 2 LOCAL ONLY	End of Grade 3 LOCAL ONLY	End of Grade 4 LOCAL ONLY	End of Grade 5 LOCAL ONLY
<p>OC-K-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-K-1.1 Following simple verbal instructions and directions (Local) 	<p>OC-1-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-1-1.1 Following simple verbal instructions and directions (Local) 	<p>OC-2-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-2-1.1 Following <u>multi-step</u> verbal instructions and directions to answer questions or perform tasks (Local) 	<p>OC-3-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-3-1.1 Following <u>multi-step</u> verbal instructions and directions to answer questions, perform tasks, or solve problems (Local) 	<p>OC-4-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-4-1.1 Following verbal instructions to answer questions, to perform tasks, or to solve problems (Local) 	<p>OC-5-1 In oral communication, students demonstrate interactive listening by...</p> <ul style="list-style-type: none"> OC-5-1.1 Following verbal instructions to perform <u>specific</u> tasks, to answer questions, or to solve problems (Local)
<ul style="list-style-type: none"> OC-K-1.2 Listening and responding to stories, songs, or poems (Local) 	<ul style="list-style-type: none"> OC-1-1.2 <u>Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences</u> (Local) 	<ul style="list-style-type: none"> OC-2-1.2 <u>Conversing, and asking questions about content</u> (e.g., stories, songs or poems) (Local) 	<ul style="list-style-type: none"> OC-3-1.2 <u>Conversing, and asking questions about content</u> (e.g., stories, songs, or poems) (Local) 	<ul style="list-style-type: none"> OC-4-1.2 <u>Paraphrasing and asking questions about content</u> (Local) 	<ul style="list-style-type: none"> OC-5-1.2 <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)
<ul style="list-style-type: none"> OC-K-1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-1-1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-2-1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-3-1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-4-1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-5-1.3 Not assessed at this grade level
<ul style="list-style-type: none"> OC-K-1.4 Participating in large group discussions (Local) 	<ul style="list-style-type: none"> OC-1-1.4 Participating in large group discussions <u>to show understanding</u> (Local) 	<ul style="list-style-type: none"> OC-2-1.4 Participating in large group discussions to show understanding (Local) 	<ul style="list-style-type: none"> OC-3-1.4 Participating in large group discussions to show understanding <u>of how other group members think</u> (Local) 	<ul style="list-style-type: none"> OC-4-1.4 Participating in large and small group discussions to show understanding <u>how other group members think</u>. (Local) 	<ul style="list-style-type: none"> OC-5-1.4 Participating in large and small group discussions <u>showing respect for a range of individual ideas</u> (Local)
<ul style="list-style-type: none"> OC-K-1.5a Understanding that communicating is verbal and nonverbal (Local) 	<ul style="list-style-type: none"> OC-1-1.5a Understanding that communicating is verbal and nonverbal (Local) 	<ul style="list-style-type: none"> OC-2-1.5a <u>Understanding that meaning can be conveyed by facial expressions</u> (Local) 	<ul style="list-style-type: none"> OC-3-1.5a <u>Understanding how alternative nonverbal actions reinforce a verbal message</u> (e.g., use of gestures) (Local) 	<ul style="list-style-type: none"> OC-4-1.5a <u>Identifying choices, alternatives and consequences for problem solving</u> (Local) 	<ul style="list-style-type: none"> OC-5-1.5 <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local)
<ul style="list-style-type: none"> OC-K-1.5 b Waiting for appropriate turn to speak (Local) 	<ul style="list-style-type: none"> OC-1-1.5b <u>Attending to speaker and waiting for appropriate turn to speak</u> (Local) 	<ul style="list-style-type: none"> OC-2-1.5b <u>Attending to speaker and waiting for appropriate turn to speak</u> (Local) 	<ul style="list-style-type: none"> OC-3-1.5b <u>Attending to speaker and waiting for appropriate turn to speak</u> (Local) 	<ul style="list-style-type: none"> OC-4-1.5b <u>Attending to speaker and waiting for appropriate turn to speak</u> (Local) 	



Oral Language Development and Rhode Island's Grade Level Expectations

Interactive Listening: Kindergarten

- Following simple verbal instructions and directions
- Listening and responding to stories, songs, or poems
- Participating in large group discussions
- Understanding that communicating is verbal and nonverbal
- Waiting for appropriate turn to speak



Oral Language Development and Rhode Island's Grade Level Expectations

Interactive Listening: Grade 3

- Following multi-step verbal instructions and directions to answer questions, perform tasks, or solve problems
- Conversing and asking questions about content (e.g., stories, songs, or poems)
- Participating in large group discussions to show understanding of how other group members think
- Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures)
- Attending to speaker and waiting for appropriate turn to speak

WRITTEN AND ORAL COMMUNICATION

Kindergarten – Grade 5

Rhode Island and New Hampshire LOCAL Grade Level Expectations (GLEs) for Written & Oral Communication
including New England Common Assessment Program (NECAP) STATE Grade Level Expectations (GLEs) for Written Communication

Oral Communication Strategies: Make Oral Presentations (OC-2)

End of Grade K LOCAL ONLY	End of Grade 1 LOCAL ONLY	End of Grade 2 LOCAL ONLY	End of Grade 3 LOCAL ONLY	End of Grade 4 LOCAL ONLY	End of Grade 5 LOCAL ONLY
<p>OC-K-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-K-2.1 Speaking clearly and distinctly, orally sharing information and experiences (Local) 	<p>OC-1-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-1-2.1 <u>Orally ordering ideas in a sequence or telling a familiar story</u> (Local) 	<p>OC-2-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-2-2.1 <u>Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions</u> (Local) 	<p>OC-3-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-3-2.1 <u>Using standards for good speaking in different kinds of small groups and cultural settings</u> (Local) 	<p>OC-4-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-4-2.1 <u>Using rules that regulate social conventions in small groups (e.g., interviews, small group discussions)</u> (Local) 	<p>OC-5-2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-5-2.1 <u>Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)</u> (Local)
<ul style="list-style-type: none"> OC-K-2.2 Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures) (Local) 	<ul style="list-style-type: none"> OC-1-2.2 <u>Using various forms of linguistic elements and structures (e.g., saying "Please" in a command, asking about the weather as a form of polite address, stating a question in affirmative form)</u> (Local) 	<ul style="list-style-type: none"> OC-2-2.2 Using various linguistic elements and structures <u>to convey meaning</u> (Local) 	<ul style="list-style-type: none"> OC-3-2.2 Using various linguistic elements and structures to convey meaning (Local) 	<ul style="list-style-type: none"> OC-4-2.2 <u>Identifying how different verbal and nonverbal choices alter the meanings conveyed to others</u> (Local) 	<ul style="list-style-type: none"> OC-5-2.2 Using verbal and nonverbal choices to convey <u>consistent focus</u> (Local)
<ul style="list-style-type: none"> OC-K-2.3 Telling stories about pictures, books or experiences (Local) 	<ul style="list-style-type: none"> OC-1-2.3 <u>Telling/retelling stories using details</u> (Local) 	<ul style="list-style-type: none"> OC-2-2.3 Telling stories or <u>giving information using details</u> (Local) 	<ul style="list-style-type: none"> OC-3-2.3 Telling stories, giving information using details and <u>providing a conclusion</u> (Local) 	<ul style="list-style-type: none"> OC-4-2.3 Telling stories, giving information using details, providing conclusions <u>that include inflectional tone to convey meaning</u> (Local) EXAMPLE: using books, pictures, graphics, or artifacts 	<ul style="list-style-type: none"> OC-5-2.3 Telling stories, giving information using details and providing a <u>coherent conclusion</u> (Local) EXAMPLE: using books, pictures, displays, graphics, or artifacts
<ul style="list-style-type: none"> OC-K-2.4 Providing feedback to audience (Local) 	<ul style="list-style-type: none"> OC-1-2.4 Providing <u>appropriate</u> feedback to audience (Local) 	<ul style="list-style-type: none"> OC-2-2.4 Providing appropriate feedback to audience (Local) 	<ul style="list-style-type: none"> OC-3-2.4 Providing appropriate feedback to audience (Local) 	<ul style="list-style-type: none"> OC-4-2.4 Providing <u>effective and appropriate</u> feedback to audience (Local) 	<ul style="list-style-type: none"> OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local)
<ul style="list-style-type: none"> OC-K-2.5 Recognizing role of audience (Local) 	<ul style="list-style-type: none"> OC-1-2.5 Recognizing role of audience (Local) 	<ul style="list-style-type: none"> OC-2-2.5 <u>Using strategies to engage audience (e.g., using eye-contact and adjustment of rate and volume)</u> (Local) 	<ul style="list-style-type: none"> OC-3-2.5 Using strategies to engage audience (e.g., eye-contact and adjustment of rate and volume) (Local) 	<ul style="list-style-type: none"> OC-4-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) 	<ul style="list-style-type: none"> OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local)



Oral Language Development and Rhode Island's Grade Level Expectations

Make Oral Presentations: Kindergarten

- Speaking clearly and distinctly, orally sharing information and experiences
- Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)
- Telling stories about pictures, books, or experiences
- Providing feedback to audience
- Recognizing role of audience



Oral Language Development and Rhode Island's Grade Level Expectations

Make Oral Presentations: Grade 3

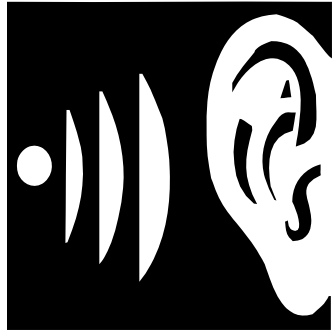
- Using standards for good speaking in different kinds of small groups and cultural settings
- Using various linguistic elements and structures to convey meaning
- Telling stories, giving information using details and providing a conclusions
- Providing appropriate feedback to audience
- Using strategies to engage audience (e.g., eye-contact, and adjustment of rate and volume)

What is Language?

The American Speech-Language-Hearing Association (ASHA) defines language as “. . . A code made up of rules that include what words mean, how to make words, how to put them together, and what word combinations are best in what situations. Speech is the oral form of language.”

www.asha.org/public/speech/development

Defining Oral Language Development



**The Duality of
Learning Language**



Receptive Language

**The ability to understand
spoken language**

Expressive Language

**The ability to use words
to convey meaning**

Learning Language is Developmental



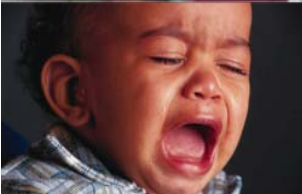
Four to Five Years



Three to Four Years



Two to Three Years



One to Two Years



Birth to One Year

Early Stages of Reading Development

Chall (1983, 1996)



Stage 2: Ages 7-8

- Develops Fluency
- Recognizes patterns of words
- Checks for meaning and sense
- Knows a sight word

Stage 1: Ages 6-7

- Aware of sound-letter relationship
- Maps speech to print and sounds out words
- Attempts to break code of print
- Uses decoding to figure out words

Stage 0: Birth – Age 6

- Grows in control of oral language
- Relies heavily on pictures in text
- Pretend reads
- Hears sounds in words; recognizes rhyme

Seven Aspects of Our Language System

1. **Phonology:** The basic sound units of language (phonemes)
2. **Morphology:** Units of meaning within words; the way words are formed (morphemes)
3. **Syntax:** Phrase and sentence structure – what makes sense (grammar)
4. **Semantics:** The way language conveys meaning
5. **Pragmatics:** Appropriate word choice and use in context to communicate effectively
6. **Orthography:** Spelling patterns
7. **Vocabulary:** Knowledge of the meaning and pronunciation of words (lexicon)

- L.C. Moats (2000) and Burns, Griffin, & Snow (1999)



Children's speaking and listening skills lead the way for their reading and writing skills, and together these language skills are the primary tools of the mind for all future learning.

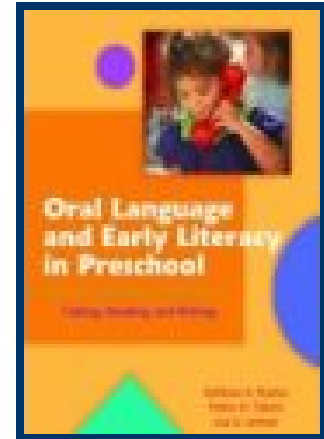
Roskos, Tabors, & Lenhart, 2005, p. v.

Jerome Brunner (1983)



Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.

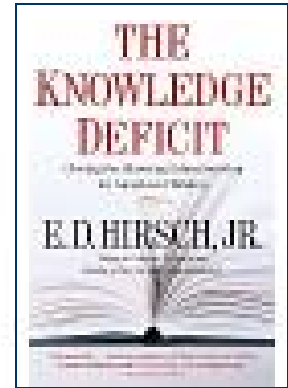
Talking Environments are Learning Environments



Talk is the means through which children's use of language occurs. Through talk with others, children build their practical knowledge of language – the verbal system. They learn to talk by talking. This is how they learn new words and gain mastery of language rules. Children's language knowledge, gained through talking, becomes the basis for developing essential reading and writing skills.

Roskos, Tabors, & Lenhart (2004). p. 9.

E. D. Hirsch, Jr.

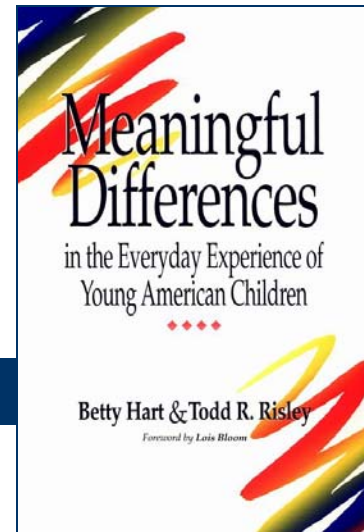


... as long as we incorrectly view progress in reading as something separate from general progress in language and knowledge, we ... will continue to fail to foster our children's progress in reading and general intellectual achievement.

A good early start in verbal knowledge and world knowledge leads children to accrue still more knowledge each subsequent year, as in an interest-bearing bank account.

(pp. 26-27)

Hart & Risley (1995)

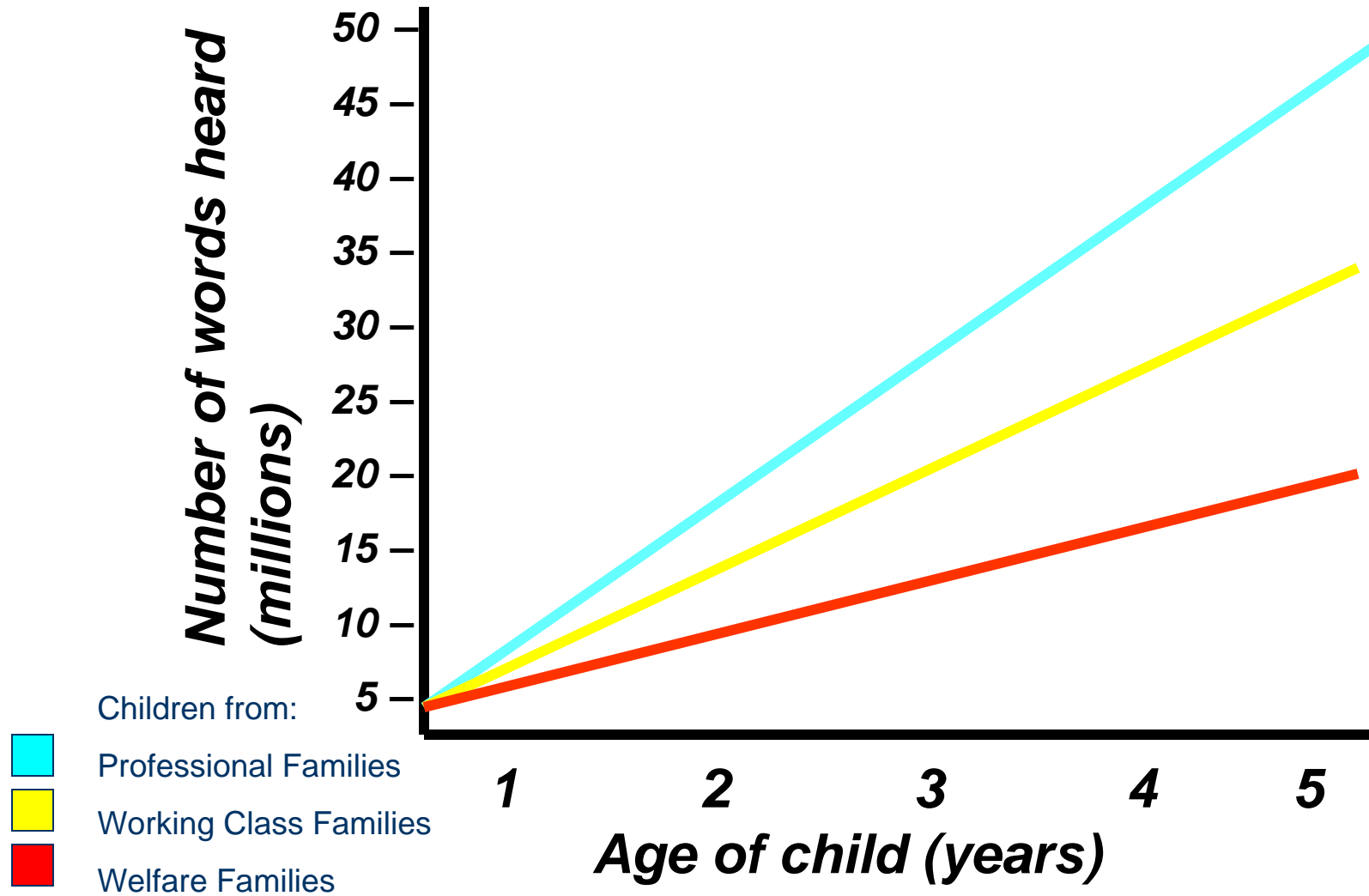


The invisible curriculum of child rearing focuses parent talk on what children need to know – Building Knowledge:

- 1. **the basics:** the names of all the things and actions required in order to give and follow directions*
- 2. **social routines:** for polite giving and getting*
- 3. **preparation for school:** naming colors, counting, and reciting name and age.*

Cumulative Language Experiences

30 Million Word Difference

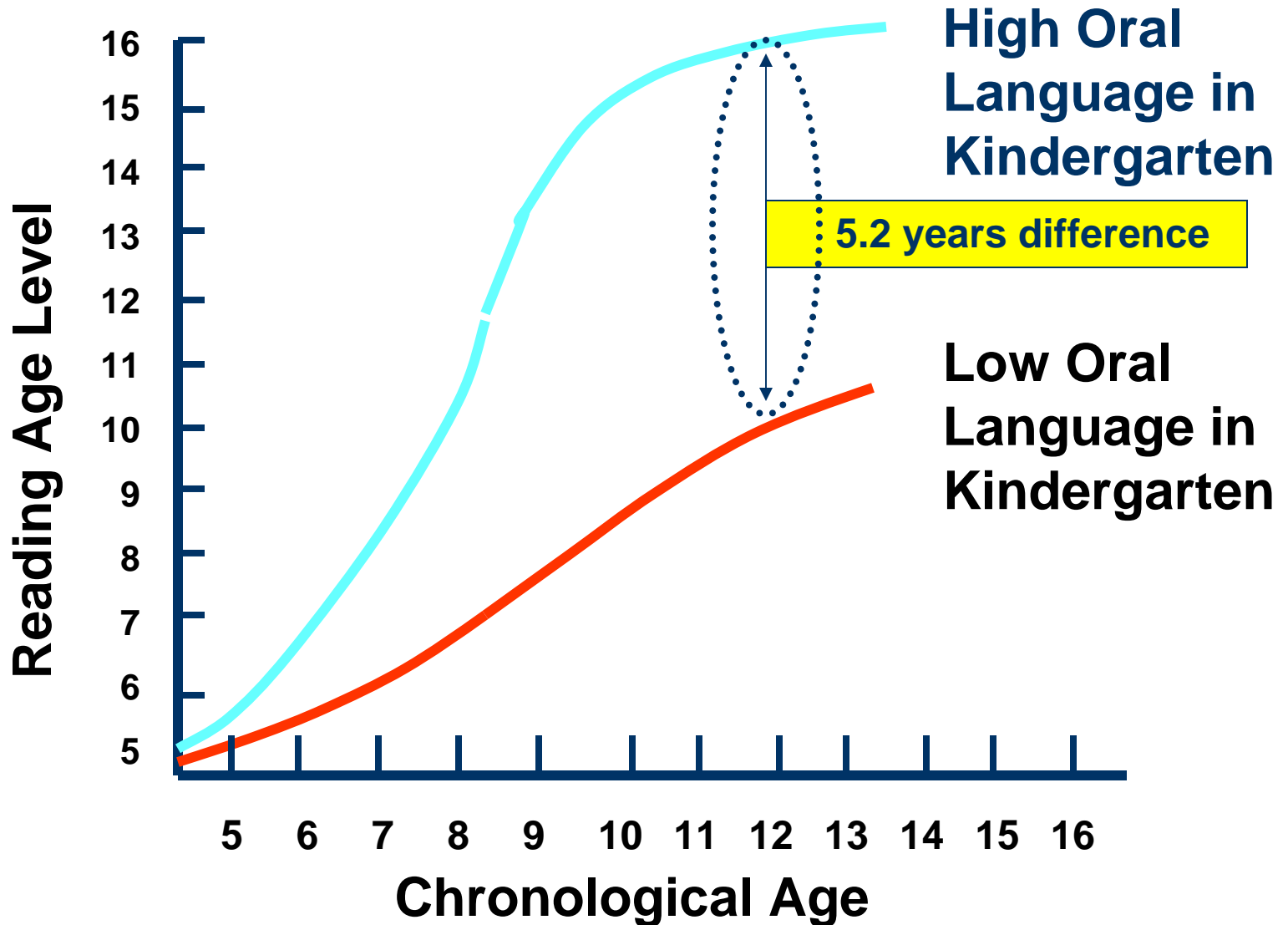


Biemiller (2001)



Children arrive in kindergarten with huge discrepancies in oral language development . . . and the gap between language-advanced and language-delayed children grows throughout the elementary school years.

The Effects of Weaknesses in Oral Language on Reading Growth





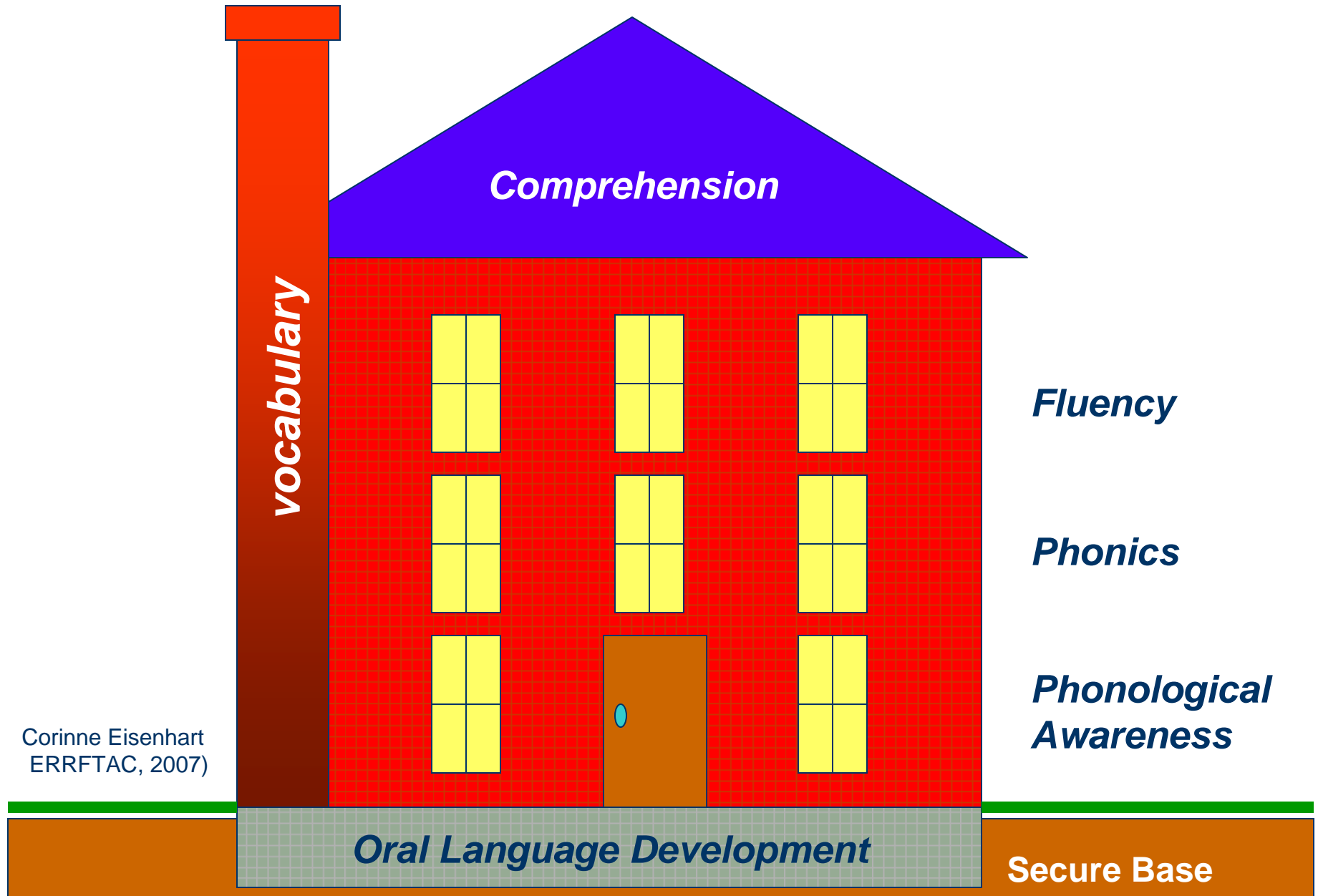
National Institute for Literacy

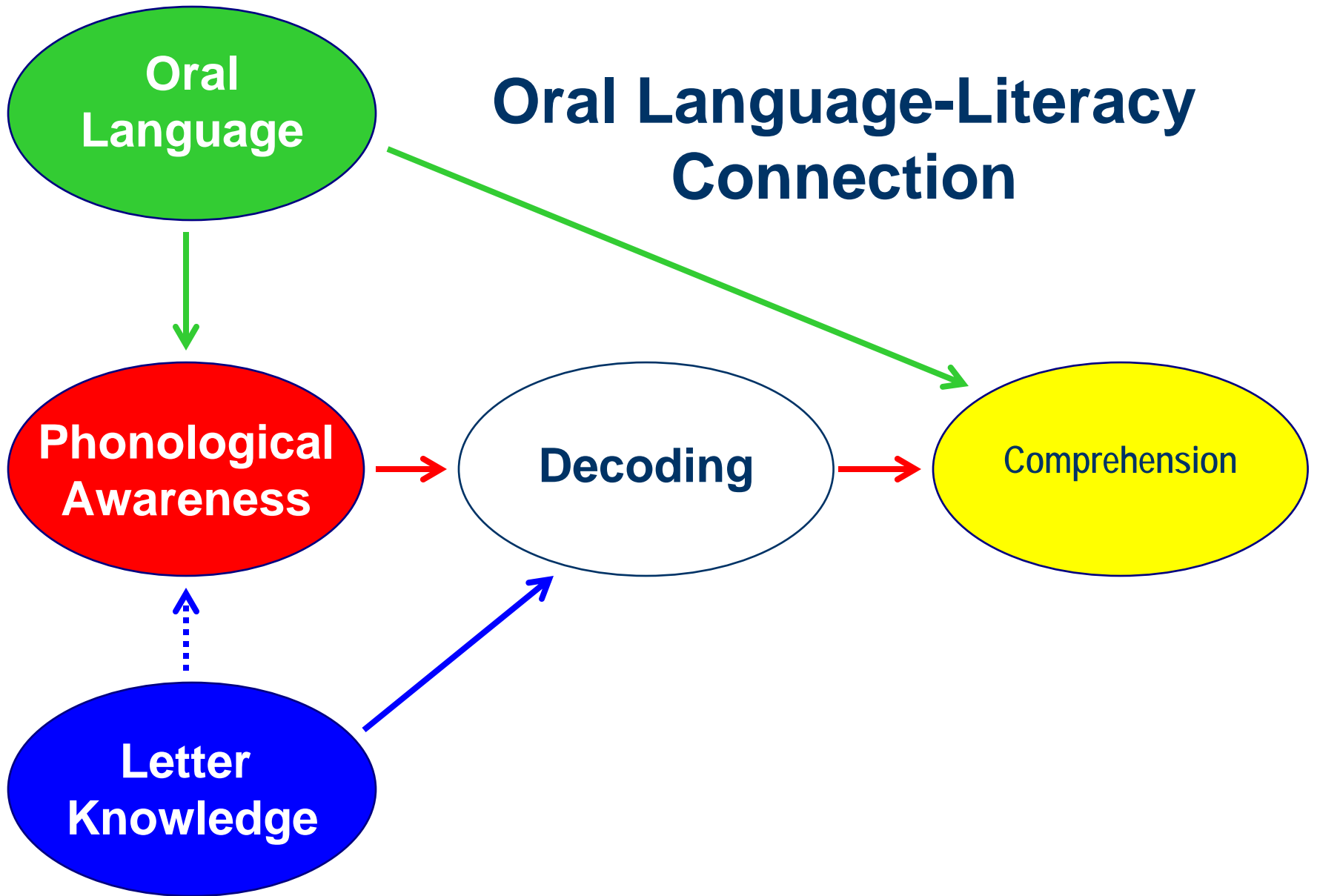
National Early Literacy Panel

Strong Predictors of Success in Reading, Writing, & Spelling

- **Oral Language** (Listening; Vocabulary)
- Phonological (Phonemic) Awareness
- Alphabet Knowledge
- Concepts About Print
- Invented Spelling
- Writing Name
- RAN (Rapid Automatic Naming)

Beginning Reading Instruction





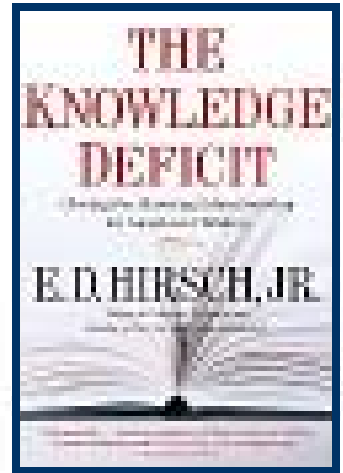
Oral Language-Literacy Connection

Modularity of Reading Development

The 4th Grade Slump!



Early Language and Reading Comprehension



It is in early language learning that the Matthew effect begins to take hold. Those who know many words and who possess the background knowledge to comprehend what they mean will learn more words and world knowledge later on, while those who know few words in early grades fall further and further behind in later grades.

Hirsch (2006), pp. 34-35

Is it possible for teachers to design instruction that will accelerate language learning?

YES!

Teachers can be instrumental in promoting oral language growth and building vocabulary.

Students who struggle with a language deficit will need many language-rich experiences, as well as systematic and explicit instruction to help them catch-up to their more verbal peers!

Teachers in the primary grades (K-3)

MUST be

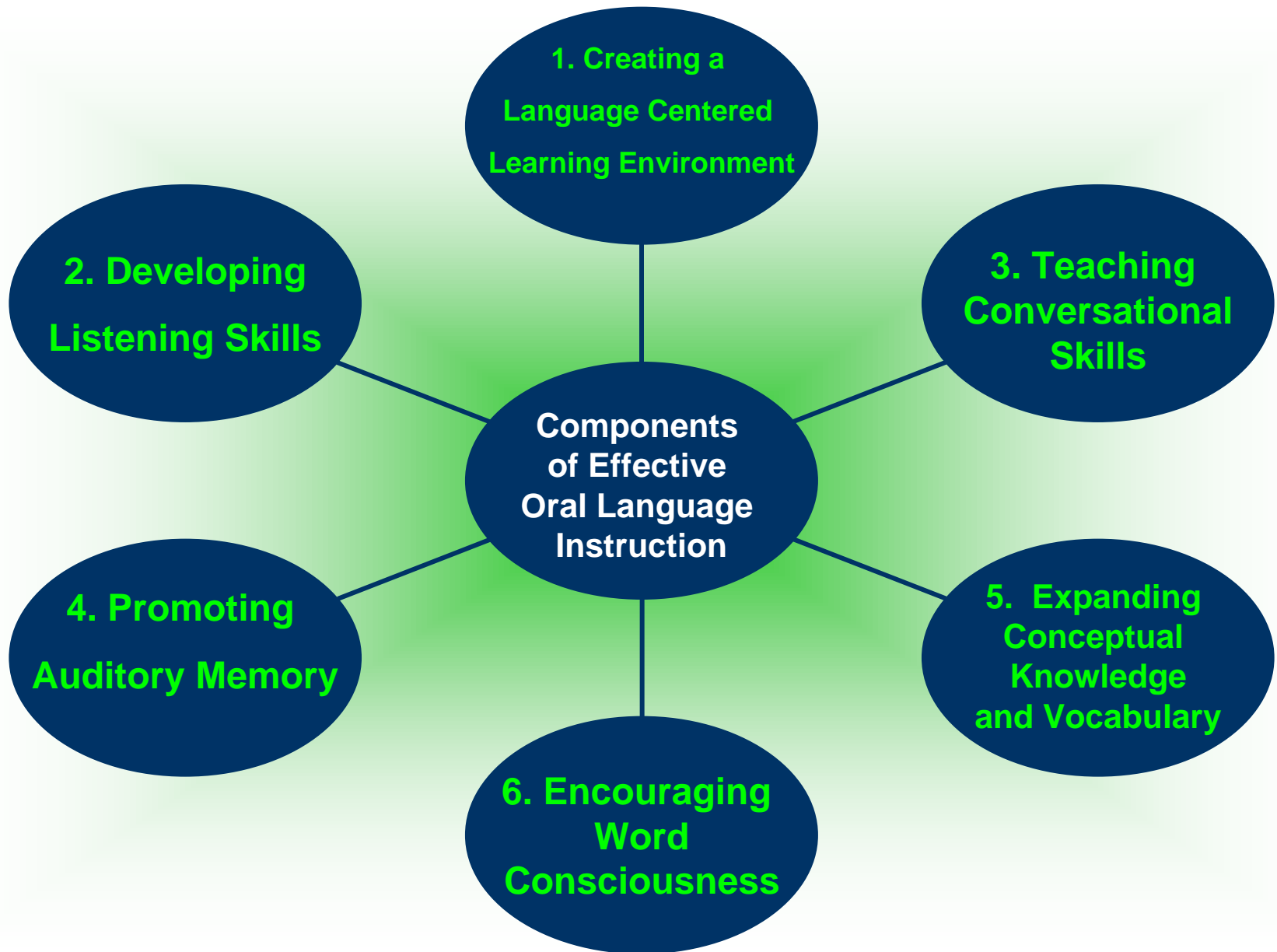
“Planful, Purposeful, and Playful!”

Instructional Routines

What are the components of oral language instruction?

What instructional routines enhance oral language development in the primary grades?







Creating a Language Centered Learning Environment

- **Physical Environment**
- **Social Environment**
- **Emotional Environment**
- **Cognitive Environment**

Child Characteristics Impact Oral Language Instruction

- Sociable Child
- Shy Child
- Aggressive Child
- Reluctant Child



Social-Emotional Learning



Social-emotional learning is sometimes called “the missing piece,” because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces and life in general. As recent world events have taught, there is a danger to each of us – locally and globally – when children grow up with knowledge but without social-emotional skills and a strong moral compass.

Elias (2003), p. 7.



Developing Listening Skills: Guidelines for Teachers

1. Explicitly teach children how to be good listeners.
2. Model good listening skills (genuinely listen to your students).
3. Promote active listening to solve conflicts.
4. Schedule quiet, listening times as part of the school day.
5. Provide interesting “nooks” in the classroom that encourage conversation and attentive listening.

Talking Classrooms (2001)
Early Literacy Fundamentals. (2005)

Games and Activities to Promote Good Listening Skills

- Listening Walk
- Recognize familiar sounds (prepare tape)
- Matching sounds (sound cans)
- Echo activities
- Repeat clapping patterns
- Game: Guess who is speaking!
- Game: Simon Says
- Game: Whisper Down the Line



Teaching Conversational Skills: Guidelines for Teachers

Explicitly teach students:

- “School Talk” (extended discourse and decontextualized language)
- Conversational reciprocity (turn taking)
- Eye contact when speaking and listening
- Awareness of non-verbal communication
- How to sustain conversations

Talking Classrooms (2001)
Early Literacy Fundamentals. (2005)

Building Conversational Skills

Engage in conversations with students

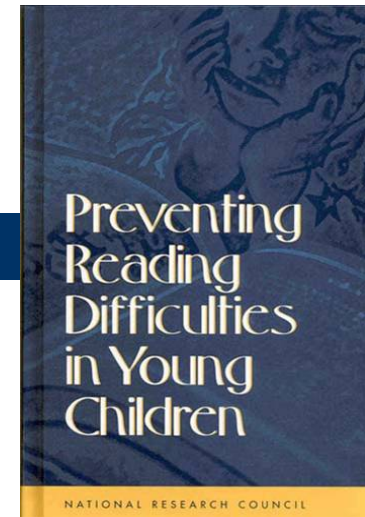
- Target students most in need (as students arrive, recess, activity centers, lunch time, etc.)
- Model conversational skills and provide guided practice at Circle Time
- Conduct interactive Read Alouds
- Use role-playing to teach and reinforce good conversational skills



Building Auditory Memory: Guidelines for Teachers

- Explicitly teach children to be conscious of remembering important concepts, skills, and strategies:
 - Metacognitive strategies such as “Think Alouds”
- Play memory games.
- Model strategies that promote memory:
 - Visual cues
 - Mnemonics
 - Sound bites
 - Rhythm, Rhyme and Song
- Teach poems, songs, and fingerplays.
- Provide organizational tools to assist memory.
 - Graphic organizers
 - Visual organizers: color coding, pictures and photographs.

Auditory Memory



“The ability to retain verbal information in working memory is essential for reading and learning . . .”

Preventing Reading Difficulties (1998), p. 108.



Expanding Conceptual Knowledge and Vocabulary: Guidelines for Teachers

Expand Conceptual Knowledge:

- Provide a learning environment that encourages curiosity and imagination.
- Plan authentic experiences – visits to the zoo, fire house, farm, museum, etc.
- Use a multisensory approach

Build Vocabulary:

- Explicitly teach vocabulary words that are selected from Read Alouds, content themes or other classroom activities.
- Practice and reinforce use of targeted words in student conversations.

Bringing Words to Life (2002)

Talking Classrooms (2001)

Early Literacy Fundamentals. (2005)

Conceptual Knowledge

Comprehension
(Constructing
Meaning)



Word Knowledge
(Vocabulary)



Oral Language
Development

The spoken and the unspoken taken together constitute meaning. Without this relevant, unspoken background knowledge, we can't understand text.

Hirsch (2006), p. 39.

Instructional Routines that Support Oral Language Development (Conceptual Knowledge and Vocabulary)



- Systematic and Explicit High Quality Classroom Language
- Read Alouds
- Dialogic Reading (Shared Reading)
- Storytelling and Puppetry
- Systematic and Explicit Vocabulary Instruction
- Language Scaffolding
(conversation stretching)
- Socio-Dramatic Play
- Language Experience Approach
- Music and Rhythm Activities
(singing, marching, playing instruments)
- Activity Centers/Guided Play



From age 3 onward [a child] should build a vocabulary store of at least 2,500 words per year. [He/she] should encounter and explore at least 2 new words each day.

Roskos, Tabors, & Lenhart (2004), p. 1.

Reading Aloud

to Enhance Oral Language Development



- Read both narrative (story) and expository (informational) texts.
- Introduce a variety of genre to children
- Plan the Read Aloud: Select a **limited number** of words for robust, explicit vocabulary instruction.
- The first reading should have minimal interruptions
- During the second reading interrupt your reading to explain the meaning of targeted words.
- The teacher-student talk that surrounds a read aloud is valuable.

Dialogic Reading

WWC Information Report

What Works Clearinghouse

ies

U.S. DEPARTMENT OF EDUCATION

Early Childhood Education

Revised February 8, 2007

Dialogic Reading

Practice Description: Dialogic Reading is an interactive shared picture book-reading technique designed to address young children's language and literacy skills. Dialogic shared reading practices the adult and the child interact with the child's words to expand the child's language.

Research: Four studies of Dialogic Reading used the What Works Clearinghouse (WWC) evidence standards and one study met the WWC evidence standards with reservations.¹ Together these five studies included 641 preschool children and examined interactive effects on children's oral language and phonological processing.

Outcomes: Dialogic Reading was found to have positive effects on oral language and to have small effects on phonological processing.

Reading of children's picture books	Oral language	Word knowledge	Phonological processing	Early reading/parenting	Cognitive	Math
Positive effects	NA	NA	No discernible effects	NA	NA	NA
Average +18 percentage points	NA	Average +11 percentage points	NA	NA	NA	NA
Range: 0 to 36 percentage points	NA	Range: 0 to 22 percentage points	NA	NA	NA	NA

1. To be eligible for this report, the studies had to be randomized controlled trials conducted in the United States. Only studies that met the WWC evidence standards were included in this report. The WWC evidence standards are described in the WWC Handbook for Practitioners and Parents. For more information, see the WWC Handbook for Practitioners and Parents.

2. This table contains a sample of the WWC evidence standards for this report. For more information, see the WWC Handbook for Practitioners and Parents.

WWC Information Report

Dialogic Reading

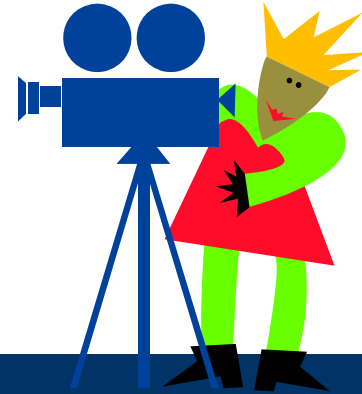
Revised February 8, 2007

Dialogic Reading was found to have positive effects on oral language.

The majority of the children studied were from economically disadvantaged families.

What Works Clearinghouse, February 8, 2007.

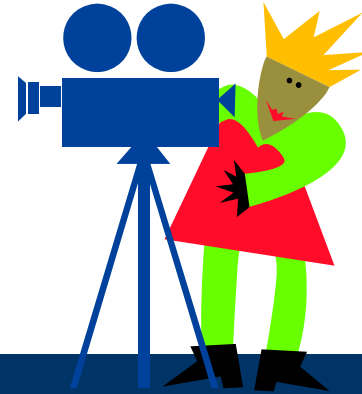
A Video Clip



**Reading Rockets:
Launching Young Readers**

**The Roots of Reading:
*Reading As Dialogue***

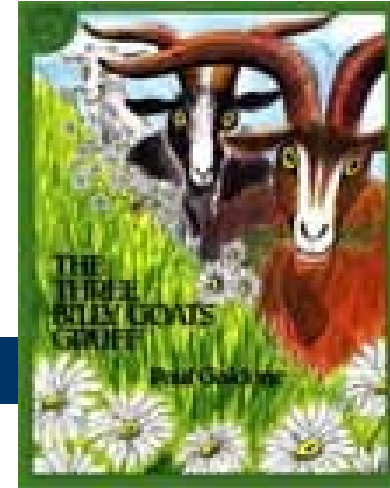
Dialogic Reading



As you watch this video clip,
consider these questions:

1. How does the teacher interact with the children?
2. How does the teacher extend the student responses?
3. How does the teacher build concept knowledge and/or vocabulary?

Dialogic Reading



...in dialogic reading the child learns to become the storyteller. The adult assumes the role of an active listener

- Asking questions
- Adding information
- Prompting the child to increase the sophistication of descriptions of the material in the picture book

Dialogic Reading



Children's responses to the book are encouraged through praise and repetition, and more sophisticated responses are encouraged by expansions of the child's utterances and by more challenging questions from the adult reading partner.





Dialogic Reading

REMEMBER: PEER and CROWD

PEER (Technique)

- **P** = PROMPT the child to say something about the book.
- **E** = EVALUATE the child's response.
- **E** = EXPAND the child's response by adding information.
- **R** = REPEAT the child's response to reinforce the learning..

CROWD (Prompts)

- **C** = Completion prompts
- **R** = Recall prompts
- **O** = Open-ended prompts
- **W** = What, where, when, and why question prompts
- **D** = Distancing prompts



Supporting Oral Language Development, Vocabulary Growth, and Comprehension Through Interactive **Storytelling**

Storytelling involves three essential elements:

1. the story
2. the listener
3. the storyteller.

These three elements work in harmony when a well-selected story is told by an effective storyteller.

When children listen to a storyteller, they use their imaginations.

Raines & Isbell, (1999).



Supporting Oral Language Development, Vocabulary Growth, and Comprehension Through Interactive **Storytelling**

- **Stories selected for young children should not be complex.**
- **Characteristics of excellent stories for storytelling include:**
 - ✓ Easy to follow sequence.
 - ✓ Repetitive words or phrases
 - ✓ Predictable tales
 - ✓ Action-packed
 - ✓ Clear message or moral

Raines & Isbell, (1999).

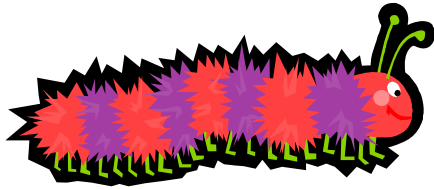
Storytelling: A Demonstration



This storytelling demonstration uses a flannel board and felt cutouts to retell a story that has already been read aloud to the children. Props support teachers and/or children as they tell a story.

During the demonstration, observe:

1. How are the props used to help tell the story?
2. How does the presenter make the storytelling interactive?
3. How does the storytelling scaffold comprehension of the story?

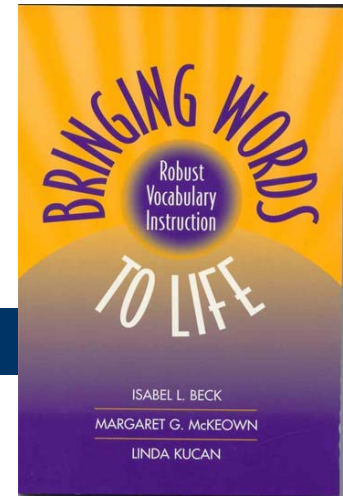


Roly-Poly Caterpillar

Roly-poly caterpillar into a corner crept.
Spun around himself a blanket,
Then for a long time slept.
Roly-poly caterpillar wakening by and by,
Found himself with beautiful wings
Changed to a BUTTERFLY.



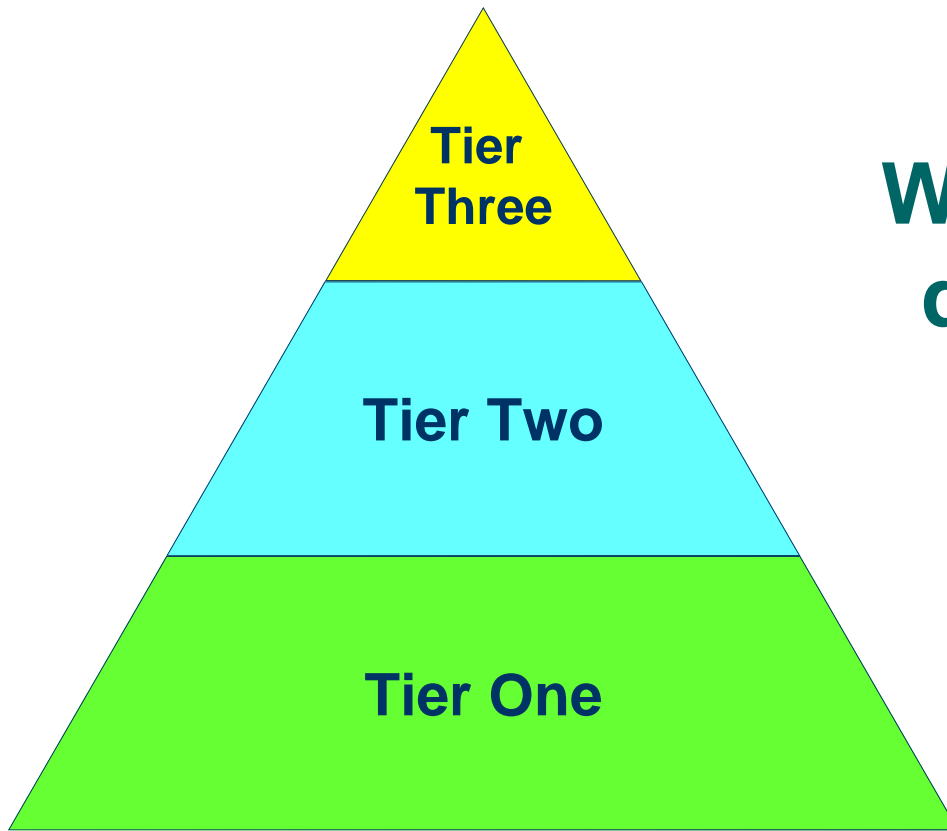
Explicit Vocabulary Instruction



Which Words Should be Selected for Direct Instruction?

Researcher Isabel Beck provides
one instructional approach.

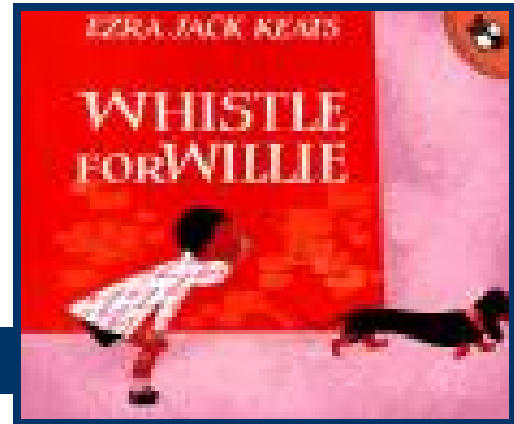
Robust Vocabulary Instruction:



**Words can be
divided into
three tiers**

Beck, McKeown, & Kucan (2002)

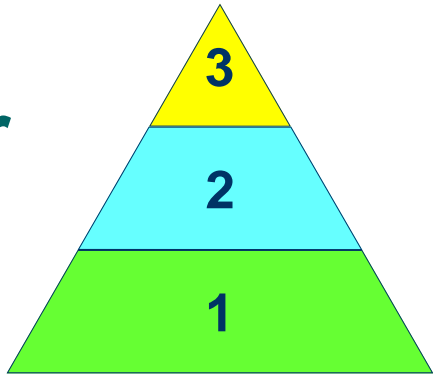
Read Aloud: A Demonstration



This demonstration is of a “Second Read.”
During the demonstration, observe:

1. How is the book introduced?
2. What words are targeted?
3. What is explicitly taught?

Selecting Vocabulary for Explicit Instruction:



Tier 1	Tier 2	Tier 3

Select “Goldilocks Words”

Not too difficult

Not too easy

Just right



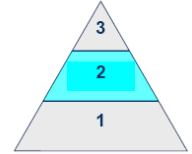


Tool:

Planning a Read Aloud: Building Oral Vocabulary

This tool is a graphic organizer that will help you plan explicit instruction for building oral vocabulary.

Planning a Read Aloud: Building Oral Vocabulary Selecting Tier 2 Words and Preparing Child-Friendly Explanations



Book: _____

Selected Tier 2 Words	Child-Friendly Definitions
1.	
2.	
3.	

Activities to REINFORCE the new words:

- 1.
- 2.
- 3.

Handout:

Vocabulary Poster

PRACTICE

MOTIVATION

APPLICATION

**WORD
CONSCIOUSNESS**

word

Drawing depicting the word.
(if applicable)

Sentences generated from
the students - using the new
word.

Word All Stars:



Corinne Eisenhart, Ph.D. (2006)

Fcrr/errftac

ceisenhart@fcrr.org

Choosing Words to Teach

- Importance and utility – words that are characteristic of mature language users and appear frequently across a variety of domains.
- Instructional potential – words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.
- Conceptual understanding – words for which students understand the general concept but provide precision and specificity in describing the concept

Beck, McGowan, et al (2002)

Explicit Vocabulary Instruction- Selection of Vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future**. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary
- Select words that are difficult, needing interpretation.

Explicit Vocabulary Instruction- Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to five** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

Robust Vocabulary Instruction: Four Steps

- Step 1: Introduce the word.
- Step 2. Present a student-friendly explanation.
- Step 3: Illustrate the word with examples.
- Step 4: Check students' understanding.

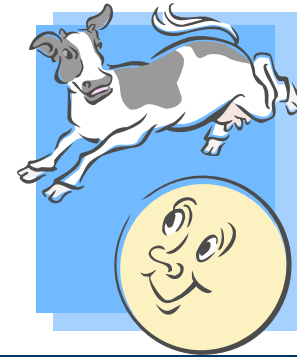


Word Consciousness

To increase word consciousness, teachers should:

1. Emphasize learning new words - using elaborate and extended language throughout the day
2. Draw attention to specific words, their meanings, and their use
3. Read-aloud good literature – EVERY DAY!
4. Communicate their own appreciation and love of words
5. Have fun with words and language (word play)

What is Word Play?



Word play provides opportunities for children to have fun with language.

Word play activities include:

- 1. Poetry & Rhymes**
- 2. Tongue Twisters**
- 3. Finger-Plays**
- 4. Jokes and Riddles**
- 5. Oral Word Games:**
“I’m thinking of a word . . .” or
“I see something . . .”
- 6. Absurdities**
- 7. Idioms**
- 8. Analogies**

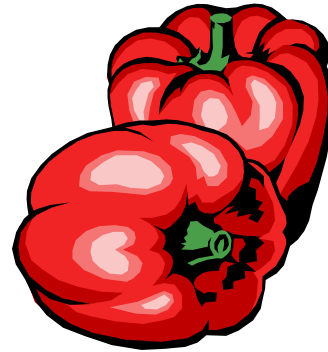
Poetry & Rhymes

Autumn

Cornflake leaves
Beneath the trees -
Are they a breakfast
For the breeze?

Thelma Ireland

Tongue Twisters



Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled
peppers,

Where's the peck of pickled peppers
Peter Piper picked?

Riddles

What letter makes honey?



Sometimes it is short.
Sometimes it is tall.
Sometimes you can not
See it at all.

What is it?



Idioms



- Are you **feeling blue**?
- It's **raining cats and dogs**.
- **Quick as a wink!**
- **Put on your thinking cap!**
- **Who let the cat out of the bag?**
- **Don't lose your head!**

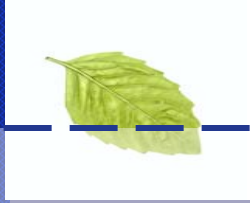
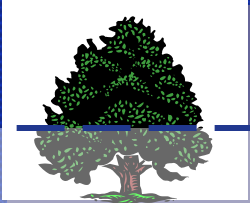


Teaching Analogies:

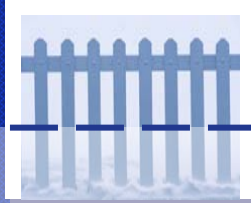
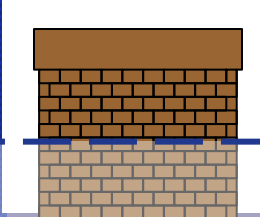
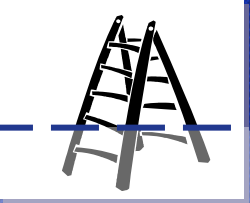


Analogies demand a higher level of thinking. A student must understand the meaning of the pictures or words and determine the relationship between the first pair. Then the student must determine what picture or word is needed to complete the second pair. To do this, they need to replicate the relationship or pattern.

Analogies

is to as is to



Enhancing Oral Language Development for Children of Poverty and English Language Learners



Enhancing Oral Language Development for Children of Poverty and English Language Learners

1. Get to know the students' families.
2. Learn about a child's culture and native language through the library or internet.
3. Spend extra time talking with a child who is learning English
4. Repeat words often and use gestures or pictures to improve understanding.
5. At first keep it short and simple! Say "boots on" rather than "It's time to put your boots on because..."

Talking Classrooms (2001)

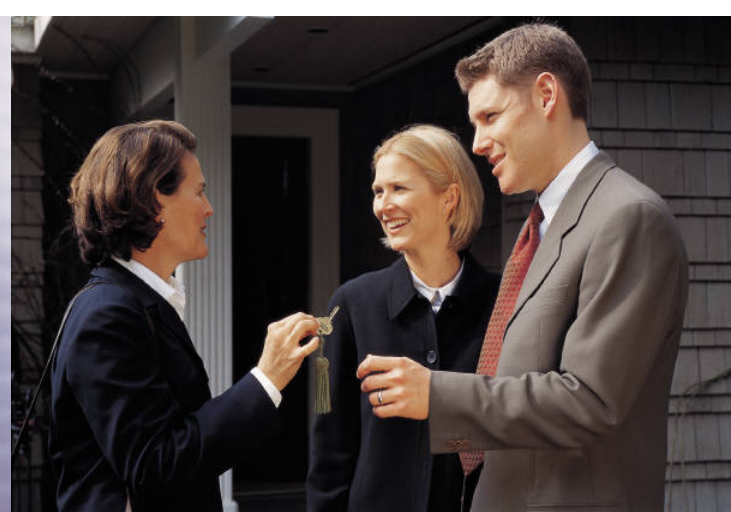
Early Literacy Fundamentals. (2005)

How Can We ACCELERATE Oral Language Skills?

- Recognize the **URGENCY** of accelerating language growth, especially among children with poverty or with learning issues.
- Create language rich learning environments.
- Use systematic, explicit, and scaffolded instruction.
- Increase the intensity of instruction for struggling learners.
- Provide learning experiences that actively engage all students



How can Instructional Leaders Support Systematic and Explicit Oral Language Instruction?



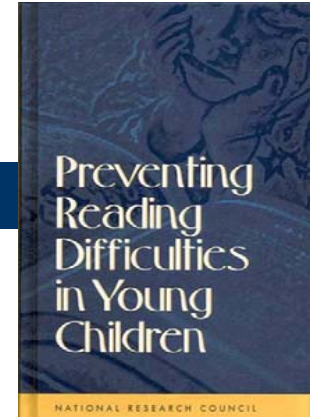
Reading Coach's Responsibilities

- Provide suggestions and ideas to assist teachers in establishing and maintaining language rich learning environments.
- Provide suggestions for instructional practice that promotes oral language development
- Model effective language skills.
- Take the time to genuinely listen to teachers and children.
- Model talking with children, limiting “Teacher Talk”
- Demonstrate sensitivity to language and cultural differences
- Monitor instructional practices for systematic and explicit instruction that builds oral language development.
- Highlight positive classroom practices that promote oral language skills

Principal's Responsibilities

- Build a language-rich school community
- Support instructional practice that promotes oral language development
- Model effective language skills
- Take the time to genuinely listen to children.
- Talk with children, limiting “Principal Talk”
- Demonstrate sensitivity to language and cultural differences
- **Plan differentiated professional development to assist teachers in establishing and maintaining language rich learning environments.**
- **Monitor instructional practices for systematic and explicit instruction that builds oral language development.**
- Highlight positive classroom practices that promote oral language skills

Professional Development targeting Oral Language Development



Teachers' Knowledge base should include an understanding of:

- How to provide rich conceptual experiences that promote growth in vocabulary and reasoning skills
- Lexical development, from early referential (naming) abilities to relational and abstract terms and finer-shaded meanings
- Early development of listening comprehension skills
- Young children's sensitivity to sounds of language
- Patterns of emergent reading
- How to instill motivation to read

Preventing Reading Difficulties in Young Children (1998), p. 332.



We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.



Marian Wright Edelman

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Tallahassee, FL 32301



Resources

American Speech-Language-Hearing Association website:
<http://www.asha.org;public;speech/development>

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