

## READ Act Literacy Updates Targeting Oral Language/Language Comprehension through Literacy



**COLORADO**  
Department of Education

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Bookmark us!

<https://www.cde.state.co.us/coloradoliteracy/resources>

Happy New Year! We hope the holiday season included time for fun, relaxation, and a chance to enjoy the people and activities that bring you joy. One of the perks of working in education has always been the opportunity to put the stress of the school year aside for a brief time in December to recharge for the second half of the school year.

**For teachers of students in the primary grades, developing students' accurate and automatic word recognition skills is a critical focus of reading instruction. However, it is equally important to ensure that student's language comprehension skills are intentionally targeted during instruction as well.** In this edition of the Literacy Updates Newsletter, we have highlighted resources to support text comprehension through listening and oral language skills along your students' journeys towards independent reading.

*Not ready to dig in right now? Our newsletters are archived for easy access.*

*[Click here](#) (Better yet, bookmark it!) to access both current and past newsletters!*

### Resources to develop language comprehension/oral language skills

#### [Utah Text Talks](#)

##### **Created by Utah Reading First Educators**

This eBook, provided by the Utah Department of Education, contains over four hundred pages of Text Talk lessons that support the development of literacy skills, including discussion questions and targeted vocabulary instruction, through popular read-alouds. Lessons for well-loved stories like *Chrysanthemum*, *A Bad Case of Stripes*, and *Stellaluna* are included, just to name a few.

#### [PaTTAN Reads](#)

##### **PaTTAN (Pennsylvania Training and Technical Assistance) Literacy Hub**

PATTAN Reads is a wonderful collection of videotaped read alouds with ASL support embedded into each video. Each featured read-aloud includes a bank of resources to support the text, including background knowledge building videos, theme related resources, extension activities for student and parents and more.

#### [Supporting Oral Language in the Classroom: Extending Reading Instruction Beyond Decoding](#)

LD@school – Lisa Archibald and Caitlyn Coughler

This article provides an overview of the importance of oral language development for reading and highlights signs that a student may be struggling with language comprehension. Strategies for supporting oral language development are included, as well as links to additional supports including [The Supporting Oral Language in the Classroom: Educator Toolkit](#), a valuable resource for all teachers who wish to intentionally support language development within their instruction.

### **[Turn and Talk: An Evidence-Based Practice Teacher's Guide](#)**

**By Alicia A. Steward and Elizabeth Swanson**

**The Meadows Center for Preventing Educational Risk**

This straightforward guide gives a clear explanation of the Turn and Talk strategy to support oral language development, including evidence for effectiveness, a description of the routine, examples and more. A QR code within the document provides access to a video example of the routine.



## **Listen, Read, Watch**

### **LISTEN**

#### **[Deconstructing the Rope: Language Comprehension with Sonia Cabell](#)**

**Science of Reading: The Podcast– S3-E8**

Assistant Professor Sonia Cabell from Florida State University explains the Language Comprehension side of Scarborough’s Reading Rope. Her discussion focuses on the importance of language comprehension to reading and the role educators and parents play in supporting children’s language development.



### **READ**

#### **[On the Importance of Listening Comprehension](#)**

**By Tiffany P. Hogan, Suzanne M Adlet, and Crystle Alonzo**

*Published in final edited form as: [Int J Speech Lang Pathol. 2014 Jun; 16\(3\): 199–207.](#)*

In this paper, the authors review the evidence supporting the importance of listening comprehension and its intricate connection to reading comprehension. Assessment considerations and interventions for poor listening comprehension are discussed.



### **WATCH**

#### **[Webinar: Maximize your Read Aloud to Build Language Comprehension](#)**

**Dr. Maria Murray, The Reading League**

In an engaging 53-minute webinar, Dr. Maria Murray shares how a quality read aloud using a text talk framework can help support the development of language comprehension skills in early readers. Participants will learn how to target the language comprehension strands of the Reading Rope using this method.



## **Updates from the Literacy Team**

### **[Upcoming Teacher Training Opportunities](#)**

The Early Literacy and School Readiness office at the CDE will be offering *Keys to Beginning Reading* training in the spring and summer of 2023 as an option for K-3rd grade teachers who need to meet the READ Act teacher training requirement. The registration for these Keys to Beginning Reading

cohorts is posted on the CDE webpage titled: [CDE-Provided Reading Training-Face-to-Face](#). Space is limited in these cohorts, so interested teachers will want to register soon.

### ***READ Act Office Hours***

We will be hosting biweekly office hours beginning on Thursday, February 9, 2023, to discuss and explore topics related to READ Act implementation. Each month's webinar will be held at 3:00-4:00 pm on Thursdays. For more information about the live Office Hours

visit: <https://www.cde.state.co.us/coloradoliteracy/elsliteracyteam-officehours>

Questions can be submitted one week prior to the date of the scheduled office hours to ensure specific questions are answered. Find information

visit: <https://www.cde.state.co.us/early/elsregionalsupport>

### ***READ Act Regional Literacy Consultant Role***

The Elementary Literacy and School Readiness Office (formerly the Preschool through Third Grade Office) at the Colorado Department of Education will transition back to providing regional consulting services in 2023. The READ Act Regional Literacy Consultant will support assigned districts with READ Act implementation, including guidance related to scientifically and evidence-based literacy instruction. More information about READ Act support, professional development offerings and other related services will be communicated in the coming months. For more information visit:

<https://www.cde.state.co.us/early/elsregionalsupport>

## **For More Information**

**Do you have a colleague with whom you would like to share these resources?**

**Feel free to forward this newsletter or have them [sign up to receive the newsletter here!](#)**

If you have general questions or need assistance, find our contact information here:

<https://www.cde.state.co.us/coloradoliteracy/contactus>

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