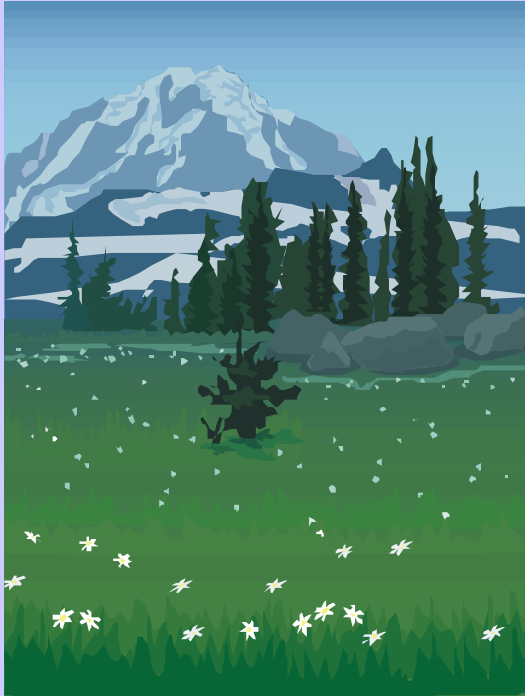




The Road to Literacy

Oral Language
Links to Literacy

Content Standards



- Recognize the connection between oral language and reading
- Learn ideas for instruction that develops oral language skills



Reflection:

Quick Write

- Do a quick write about the relationship between oral language and the reading process.

Facts about Language

Language appeared...

2 million years ago

Written forms of language appeared...

1 ½ million years ago

Number of oral languages today...

3,000 to 6,000
(depending on dialect)

Number of literate languages today...

78

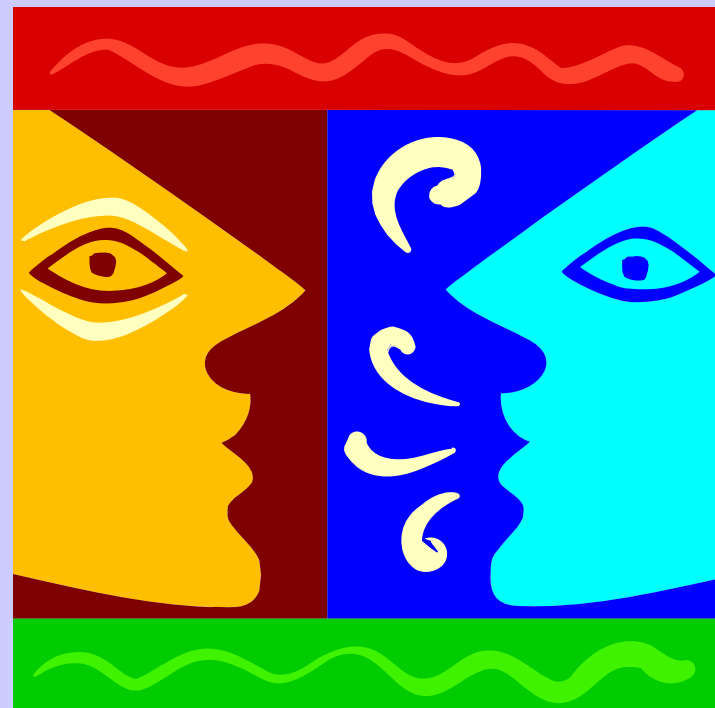
Research Point

Large numbers of children at school entry lack the critical oral language skills necessary for them to benefit from early literacy instruction.

Lucy Hart Paulson (2001)

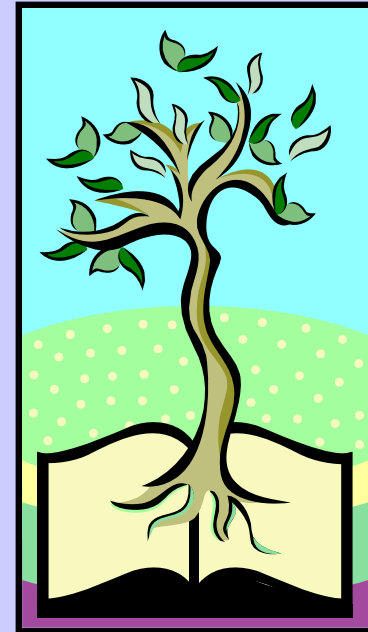
What is Oral Language?

- Oral Language is the listening and speaking part of communication.
- It is a process that develops naturally.



Oral Language

- The “roots” of Oral Language Links to Literacy
 - ▲ Listening
 - ▲ Speaking
 - ▲ Opportunities for Conversation
 - ▲ Vocabulary Development



What Makes the Difference in Oral Language Development?

- What does not matter
 - ▲ Race and ethnicity
 - ▲ Gender
 - ▲ Birth order status
- What does matter:
 - ▲ Relative Economic Status

Hart and Risley Study, 1995

Recorded Vocabulary Size

- Professional Family

Parent : 2176

Child: 1116

- Working Class Family

Parent : 1498

Child: 749

- Welfare Family

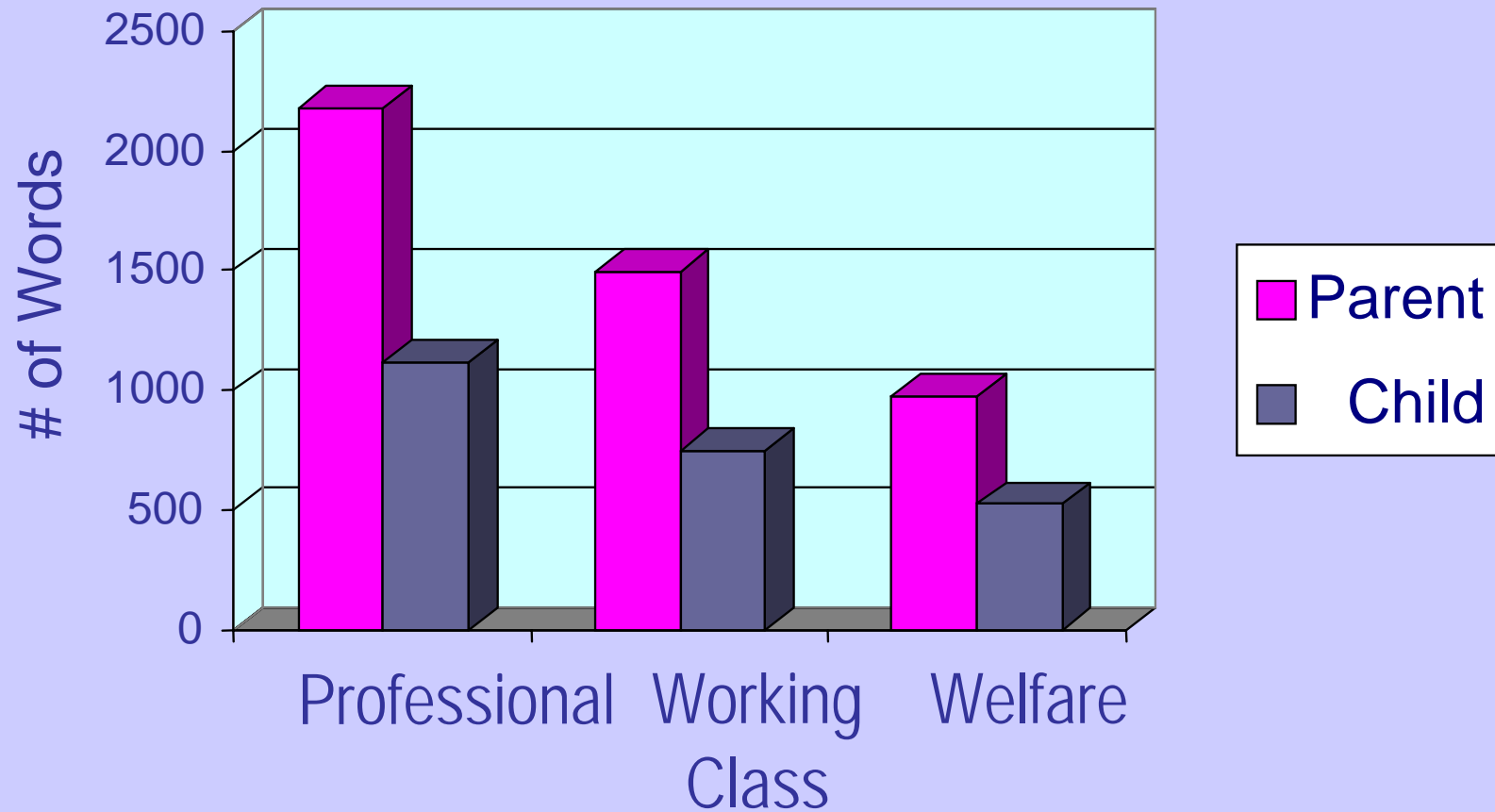
Parent: 976

Child: 526



Hart and Risley, 1995

Recorded Vocabulary Size



Hart and Risley, 1995

Oral Language

- Oral language development and vocabulary are directly linked to reading comprehension.
- Teachers can help children develop oral language skills while they are at school.

Oral Language

- Oral Language lays the foundation for reading comprehension
- You must be able to understand language at the oral level in order to be expected to understand it at the text level
- If a student can only understand a 6 word sentence orally, he will struggle with a 12 word sentence in his book.



Oral Language Instruction

A Language-Centered Classroom

Teachers

- Engage children in extended conversations
- Encourage children to tell and retell stories and events
- Discuss a wide range of topics and word meanings
- Use new and unusual words
- Ask open-ended questions
- Encourage language play

Children

- Explore and experiment with language
- Name and describe objects in the classroom
- Ask and answer wh- and how questions
- Hear good models of language use
- Discuss topics of interest

Oral Language Instruction



- Who: Classroom teacher
- When: All day and every day
- How: Through activities that focus on the development of speaking and listening and conversational skills.

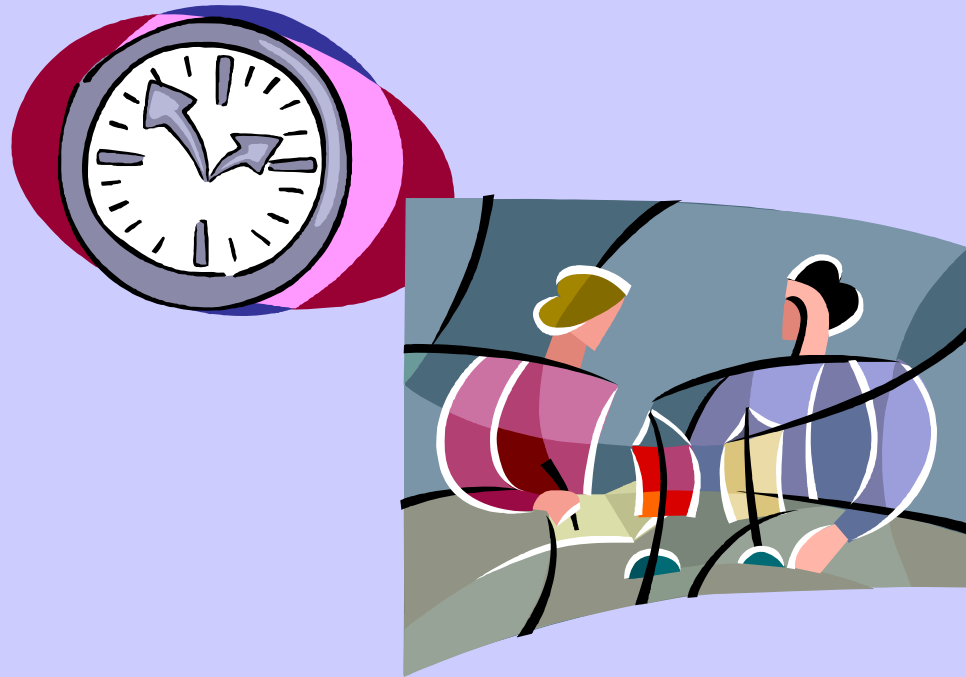
The Value of “Talking Classrooms”

The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers.

Betty Hart and Todd Risley



Activity: The 30 Second Conversation



Recipe for a 600 Book Kid

- Cooking Time:

- ▲ One Year

- Ingredients:

1. One Teacher
2. One Class
3. Good Books

- Method:

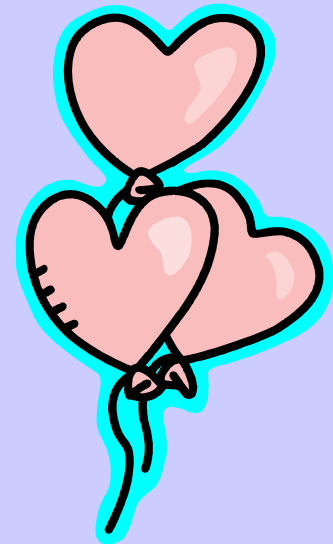
- ▲ Read 3 books a day, every day and you will marinate your children in words to create a *600 book kid!*



Based on Work by Steven Stahl

Oral Language Instruction

- Random Words of Kindness
- Affirmations, Affirmations!!!
- Teacher to Student
- Student to Student

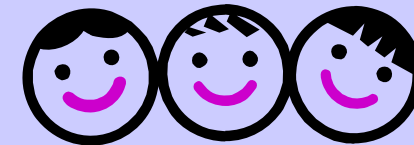
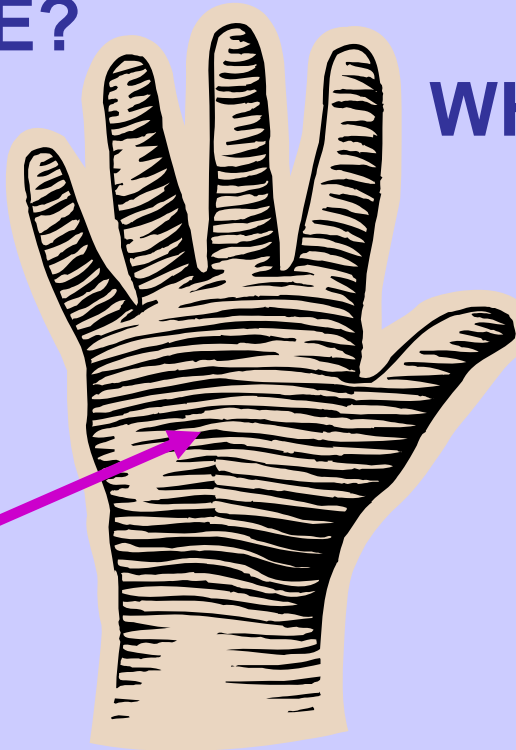
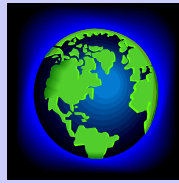


The Classroom Storyteller



- An embarrassing moment
- A funny story
- The joke of the day
- Weird, but True
- An adventure with a friend
- A family story
- A pet story

The Sharing Hand Planning Guide



WHEN?

WHERE?

WHAT?

WHY?

WHO?

HOW?

Progressive Sentence Building

- Spoken language development paves the way for literate language development.
 - ▲ Follow the child's lead in spoken language.
 - Repeat and expand, on the child's spoken language.
 - Once upon a time....
 - ▲ Goal: Speaking in complete sentences.

The Reflective Practitioner

- How will I know if my oral language instruction is working?
 - ▲ Count the number of words a child is using.
 - ▲ Listen and record how many times a child volunteers to speak in the classroom or responds to being called.



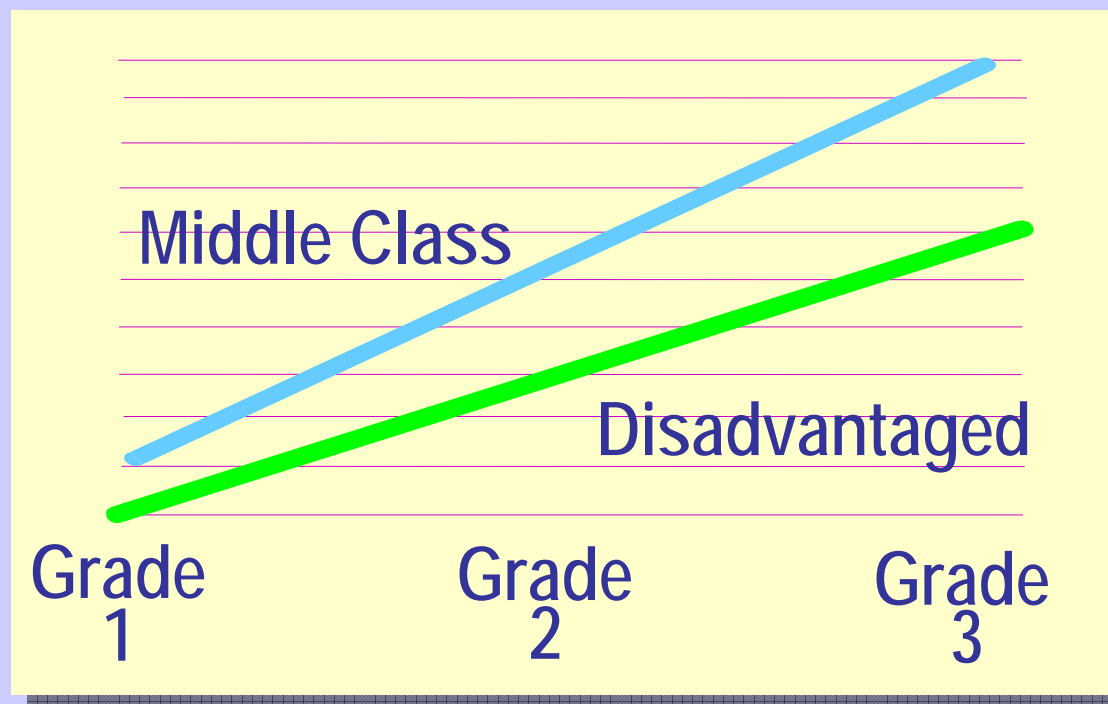
Oral Language Links to Literacy

Oral vocabulary is key when a beginning reader makes the transition from oral to written forms ...

McCardle and Chhabra, 2004

Let's Remember...

Unless we act with intention to close the vocabulary gap it will continue to grow.



Baker, Simmons, & Kame'enui, 1997

Research Point

Between grades 1 and 3, it is estimated that economically disadvantaged students' vocabularies increase by about 3,000 words per year and middle-class students' vocabularies increase by about 5,000 words per year.

Baker, Simmons, & Kame'enuei, 1997

Research Point

...If we are to increase children's ability to profit from education, we will have to enrich their oral language development during the early years of schooling.



Andrew Biemiller

Opportunities for Meaningful Talk

- Think, Pair, Share
- Retells
- Cooperative learning activities
- Author's chair/sharing
- Book clubs/literature circles



Thinking About ELL

- Create opportunities for classroom talk
- Use pictures, graphs, and charts
- Talk to adults in their native language
- Provide opportunities for children to listen to good models of English





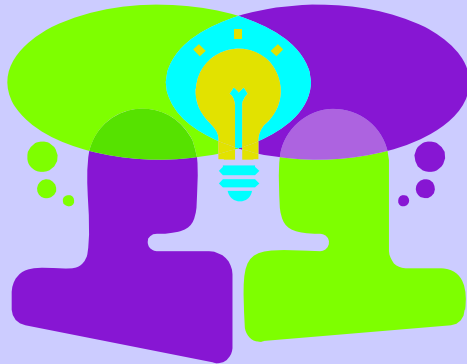
Reflection:

3-2-1 (Activity #2)

Identify:


- 3 A-ha's
- 2 Points that were validated for you.
- 1 Specific question that still needs clarifying.

Do Remember...



... in teaching vocabulary the intent is for the child to regard any new word as more than just a label but as a fully formed idea.

Shaywitz, 2004



Thank you!
This concludes the presentation!