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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language appeared…</td>
<td>2 million years ago</td>
</tr>
<tr>
<td>Written forms of language appeared…</td>
<td>1 ½ million years ago</td>
</tr>
<tr>
<td>Number of oral languages today…</td>
<td>3,000 to 6,000 (depending on dialect)</td>
</tr>
<tr>
<td>Number of literate languages today…</td>
<td>78</td>
</tr>
</tbody>
</table>
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

Number of Words

Professionals | Working Class | Welfare

Parent | Child

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
<table>
<thead>
<tr>
<th>Teachers</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage children in extended conversations</td>
<td>Explore and experiment with language</td>
</tr>
<tr>
<td>Encourage children to tell and retell stories and events</td>
<td>Name and describe objects in the classroom</td>
</tr>
<tr>
<td>Discuss a wide range of topics and word meanings</td>
<td>Ask and answer wh- and how questions</td>
</tr>
<tr>
<td>Use new and unusual words</td>
<td>Hear good models of language use</td>
</tr>
<tr>
<td>Ask open-ended questions</td>
<td>Discuss topics of interest</td>
</tr>
<tr>
<td>Encourage language play</td>
<td></td>
</tr>
</tbody>
</table>
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

WHY?
WHERE?
WHEN?
WHAT?
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
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'enui, 1997
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!