

The background is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

Early Literacy In Action

Early Childhood Institute

April 19-20, 2023

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Kentucky Department of

E D U C A T I O N

Session Goals

After attending this session, you will have an awareness of:

- Why oral language is important and how it is an essential component of reading comprehension
- Stages of oral language development
- Strategies to facilitate oral language through speaking and reading
- Strategies to develop vocabulary and why being intentional is so important

Look Who's Talking!



Why is Oral Language Important?

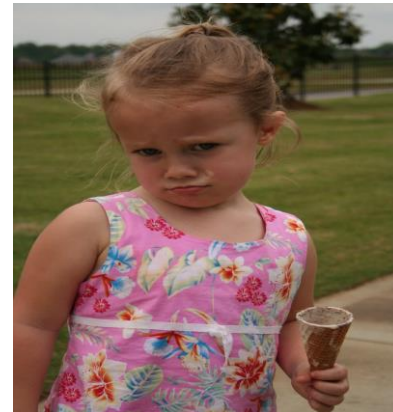
Expression



Social
Interaction



Emotional
Development



Learning



Simple View of Reading



Gough & Tunmer (1986)

The Stages of Oral Language Development

Age	Characteristics
3-12 months	Cooing, smiling, laughing Playing with sounds-babbling (da da da) Communicating with gestures-waving, pointing Sound like they're talking but not using words that are recognizable
12-18 Months	Saying first words with meaning (mama for mom) Understanding more words than they can say Using mostly nouns By 18 months, using between 50-150 words
18 months – 2 years	Combining words Simple pronouns, often confusing me and I Naming objects they see regularly Responding to simple commands

The Stages of Oral Language Development

Age	Characteristics
2-3 years	Sentences grow longer-three to four words Using some plurals and past tense Talking about what they're doing as they do it Improving conversational skills-respond more often
3-4 years	Speaking clearly enough to be understood by a stranger Asking who, what, why questions
4-5 years	Sentences are more complex with words like if, and, or when Able to tell stories Able to answer questions about stories Able to follow requests

Sword, Rosalyn. "Supporting Language Development in the Early Years." *The Hub | High Speed Training*, 25 Oct. 2022, <https://www.highspeedtraining.co.uk/hub/supporting-language-development-in-the-early-years/>.

Language Facilitation Strategies

Receptive Language

Self-Talk-describing what you (the teacher) are doing.

Parallel Talk-describing what the child is doing.

Expressive Language

Recast-Provide a correct model and have the child repeat.

Expansion-Repeat the word and add more information.

The image shows the phrase "NOW IT'S YOUR TURN." rendered in large, 3D, multi-colored block letters. The letters are arranged in two rows: "NOW IT'S" on top and "YOUR TURN." on the bottom. Each letter is composed of different colored segments (red, yellow, green, blue) and has a slight shadow, giving it a three-dimensional appearance. The background is a plain, light color.

With your table team, read the scenarios in your envelope.

Classify each scenario as self-talk, parallel talk, recast or expansion.

Record your answers on the provided answer sheet.

The Three Ts Strategy



Tune In Be in the moment.

Talk More Use a wide variety of words.

Take Turns Engage in conversation

“PNC Grow up Great® - Inspiring Great Futures.” *GROW UP GREAT*, <https://www.pnc.com/en/about-pnc/corporate-responsibility/grow-up-great/campaigns/the-3ts.html>.

How are Conversational Turns Related to Early Brain Development?

- Brain Structure
- Brain Function
- Reading Skills
- IQ Scores
- Socioemotional Development
- Language, Executive Functioning and Reasoning Scores
- Vocabulary Skills

Tune In, Talk More, Take Turns



Serve and Return



Vocabulary Routine

1. Say the word. Child friendly definition, gesture, picture, printed word.
2. Children repeat the word.
3. Provide another context for the word.
4. Children share definition with a neighbor.

Beck, Isabel, et al. "Taking Delight in Words: Using Oral Language to Build Young Children's Vocabularies." *Reading Rockets*, 16 Oct. 2014, <https://www.readingrockets.org/article/taking-delight-words-using-oral-language-build-young-childrens-vocabularies>.

Choosing Vocabulary Words



Tier 3 Words: Unfamiliar, highly specialized words

Tier 2 Words: Unfamiliar, high utility words that can be used in multiple settings.

Tier 1 Words: High frequency everyday words

Sumpter, Olivia. "Vocabulary Tiers for Improving Literacy." *Vocabulary Tiers for Improving Literacy* | *Bedrock Learning*, Bedrock Learning, 8 Mar. 2022, <https://bedrocklearning.org/literacy-blogs/using-vocabulary-tiers-to-improve-literacy/>.

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In groups of four, choose one book from the basket.

Each person choose a tier 2 word to teach to the group.

Take turns teaching your word to the group using the vocabulary routine.

Repeated Reading

Repeated Reading Goal: To build understanding, background knowledge and the ability to retell the story.

First Read: Introduce the book (explain the problem)

Build a first understanding of vocabulary

Think aloud about main character's thoughts or feelings

Second Read: Enrich comprehension

Continue to highlight selected vocabulary

Think aloud about main character's motivations or thoughts

Third Read: Reinforce Comprehension

Reinforce vocabulary

Guide students as they retell the story

McGee, Lea M, et al. "Repeated Interactive Read Aloud in Preschool and Kindergarten." *Reading Rockets*, 8 Oct. 2019, <https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>.

Survey and Resources

Survey



[Early Literacy In Action Survey](#)

Resources



[Early Literacy in Action Resources](#)

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