Early Literacy In Action
Early Childhood Institute
April 19-20, 2023
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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

Decoding/Word Recognition
(The ability to read individual words.)

Language Comprehension
(The ability to understand spoken language.)

Reading Comprehension
(The ability to understand printed words.)

Gough & Tunmer (1986)
# The Stages of Oral Language Development

<table>
<thead>
<tr>
<th>Age</th>
<th>Characteristics</th>
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</table>
| 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

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<tr>
<th>Age</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>2-3 years</td>
<td>Sentences grow longer-three to four words&lt;br&gt;Using some plurals and past tense&lt;br&gt;Talking about what they're doing as they do it&lt;br&gt;Improving conversational skills-respond more often</td>
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<tr>
<td>3-4 years</td>
<td>Speaking clearly enough to be understood by a stranger&lt;br&gt;Asking who, what, why questions</td>
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<tr>
<td>4-5 years</td>
<td>Sentences are more complex with words like if, and, or when&lt;br&gt;Able to tell stories&lt;br&gt;Able to answer questions about stories&lt;br&gt;Able to follow requests</td>
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## Language Facilitation Strategies

<table>
<thead>
<tr>
<th>Receptive Language</th>
<th>Expressive Language</th>
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<tbody>
<tr>
<td><strong>Self-Talk</strong>-describing what you (the teacher) are doing.</td>
<td><strong>Recast</strong>-Provide a correct model and have the child repeat.</td>
</tr>
<tr>
<td><strong>Parallel Talk</strong>-describing what the child is doing.</td>
<td><strong>Expansion</strong>-Repeat the word and add more information.</td>
</tr>
</tbody>
</table>
Now It’s Your Turn

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

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.

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

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

Survey and Resources

Survey

Early Literacy In Action Survey

Resources

Early Literacy in Action Resources
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