

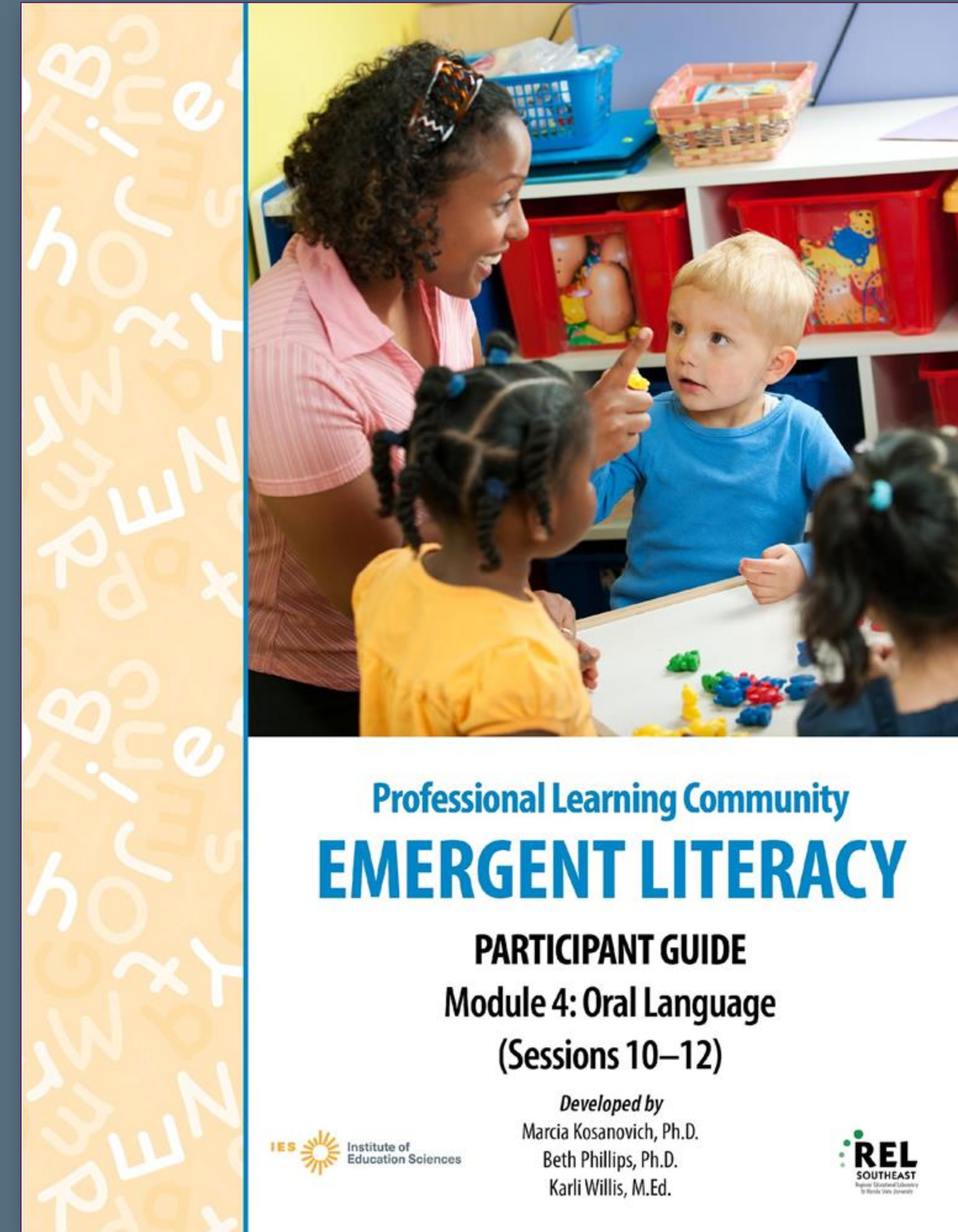
Professional Learning Community: Emergent Literacy

Module 4: Oral Language

Sessions 10–12

Overview

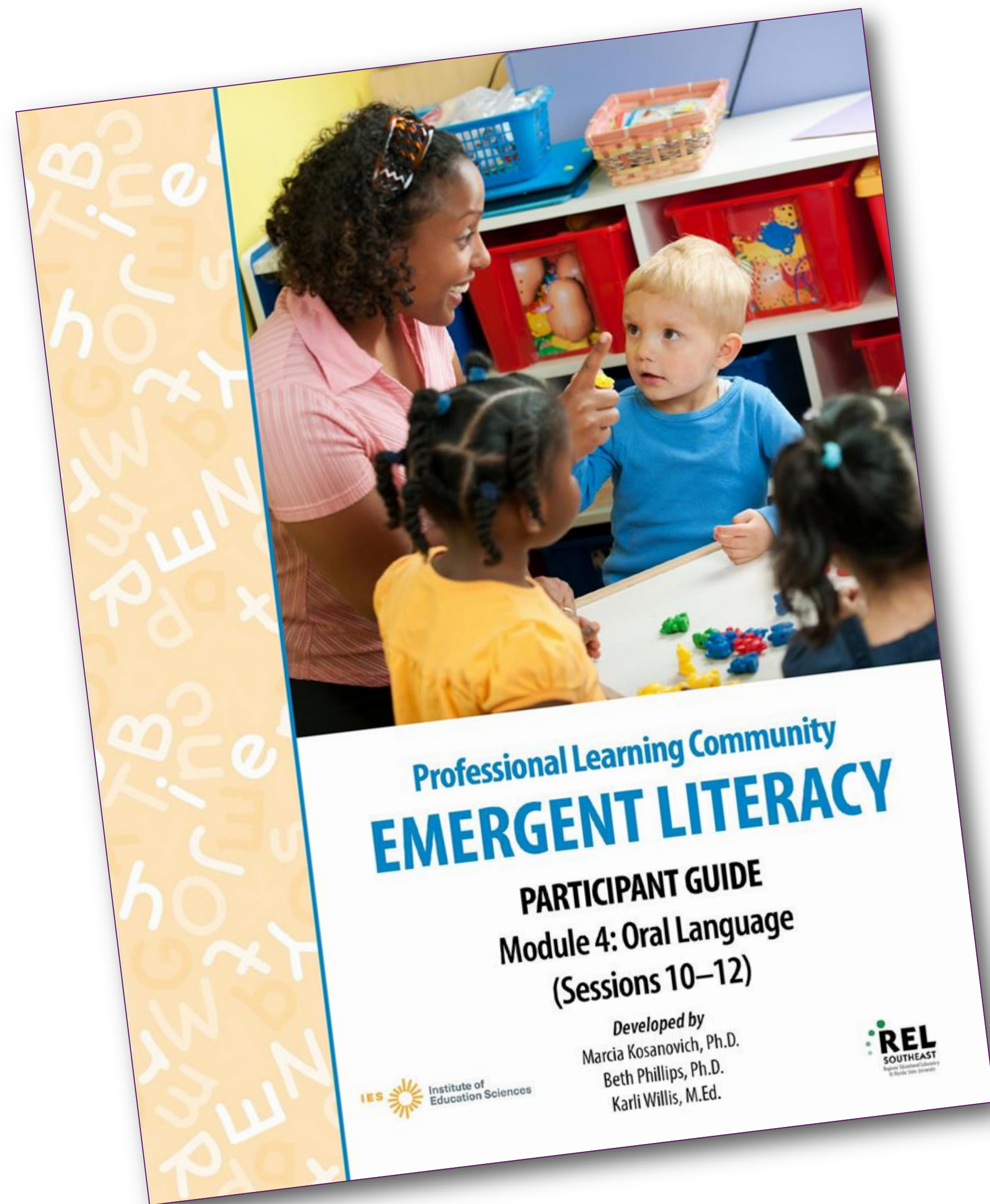
Breakout Room



Professional Learning Community EMERGENT LITERACY

Module 4: Oral Language Session 10

What Is Oral Language,
Why Is It Important, How Do Children Develop Syntax,
and How Do I Teach Syntax?



Activities for Module 4: Oral Language (Session 10)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
6	53 (Module 3)	Activity 12: Reflect, Plan, and Implement (Self-Study) from Module 3, Session 9
7	13	Activity 1: FAQs About Oral Language
19	14	Activity 2: Video-Viewing Guide for Play-Based Language Interactions with Teacher Scaffolding
20	15	Activity 3: Planning Play-Based Interactions with Teacher Scaffolding
23	16–17	Activity 4: Reflect, Plan, and Implement (Self-Study)

Videos for Module 4: Oral Language (Session 10)

Watch and Cue Up Videos

Slide	Title	Link	Duration
19	Video 1: Play-Based Language Interactions	https://youtu.be/NFBZrhPFfZc	7:41
23	Video 2: Small-Group Explicit Instruction (Sequencing)	https://youtu.be/H09JTmeoJAo	8:00

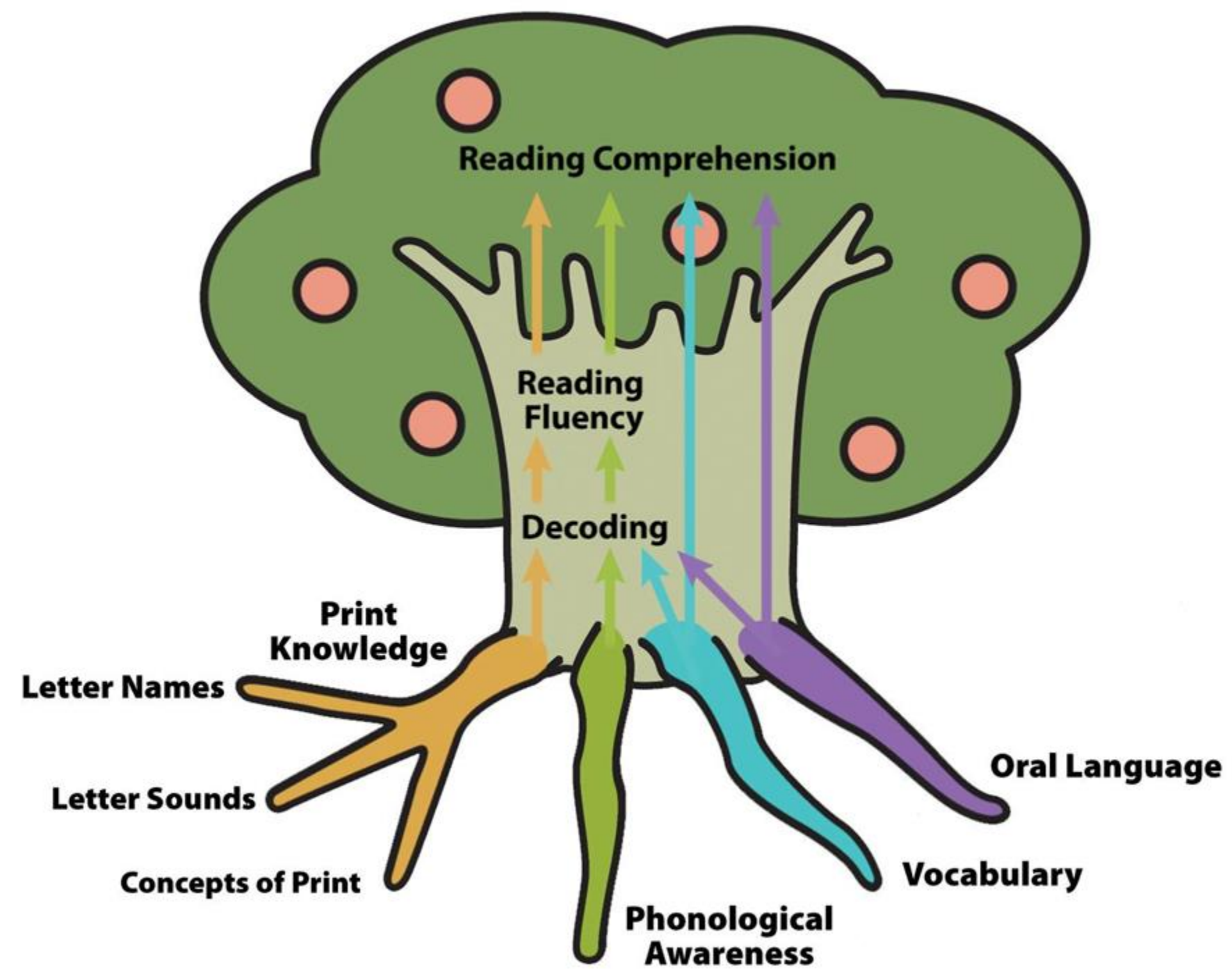
Oral Language

- Is the system of words and word combinations used to communicate with others through speaking and listening.
- Develops from birth!
- Is used to express and comprehend knowledge, ideas, and feelings.



Language Is Knowledge

The Literacy Tree



The Simple View of Reading

$$D \times LC = RC$$

Syntax

- Rules used to put words together to make meaningful phrases and sentences.
- An element of grammar.
- Syntactic development
 - ✓ Sounds
 - ✓ Syllables
 - ✓ Words
 - ✓ Phrases
 - ✓ Sentences



Using Play-Based Interactions with Teacher Scaffolding

- Free play and play-based interactions with teacher scaffolding should be a daily part of every preschool classroom.
- Scaffold children's language development as they direct their own play activities.



Scaffolds for Play-Based Interactions



Recast

Repeating a child's utterance with varied syntax to model more correct language.

Child: "He jump."

Teacher: "Yes. He jumped."

Expansion

Repeating a child's utterances with a few additional words and, often, slightly more advanced sentence structure.

Child: "She paint."

Teacher: "Yes. She is painting at the art center."

How Would You Recast or Expand?

- I want grapes.
- I goed fast.
- I made this picture for you.
- They wants to go.



Embedding Brief Language Interactions

Conversations about experiences children have and discussions you facilitate about books read to children.

These conversations are:

- ✓ Embedded throughout the day.
- ✓ Brief.
- ✓ Frequent.
- ✓ Used one-on-one or with larger groups.
- ✓ Opportunities to provide feedback.



Encouraging Decontextualized Language

- Language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment.
“This weekend I gave my brown furry dog a soapy bath. What did you do this weekend?”
- Modeling is not enough.
- Provide numerous opportunities for children to practice using precise language.



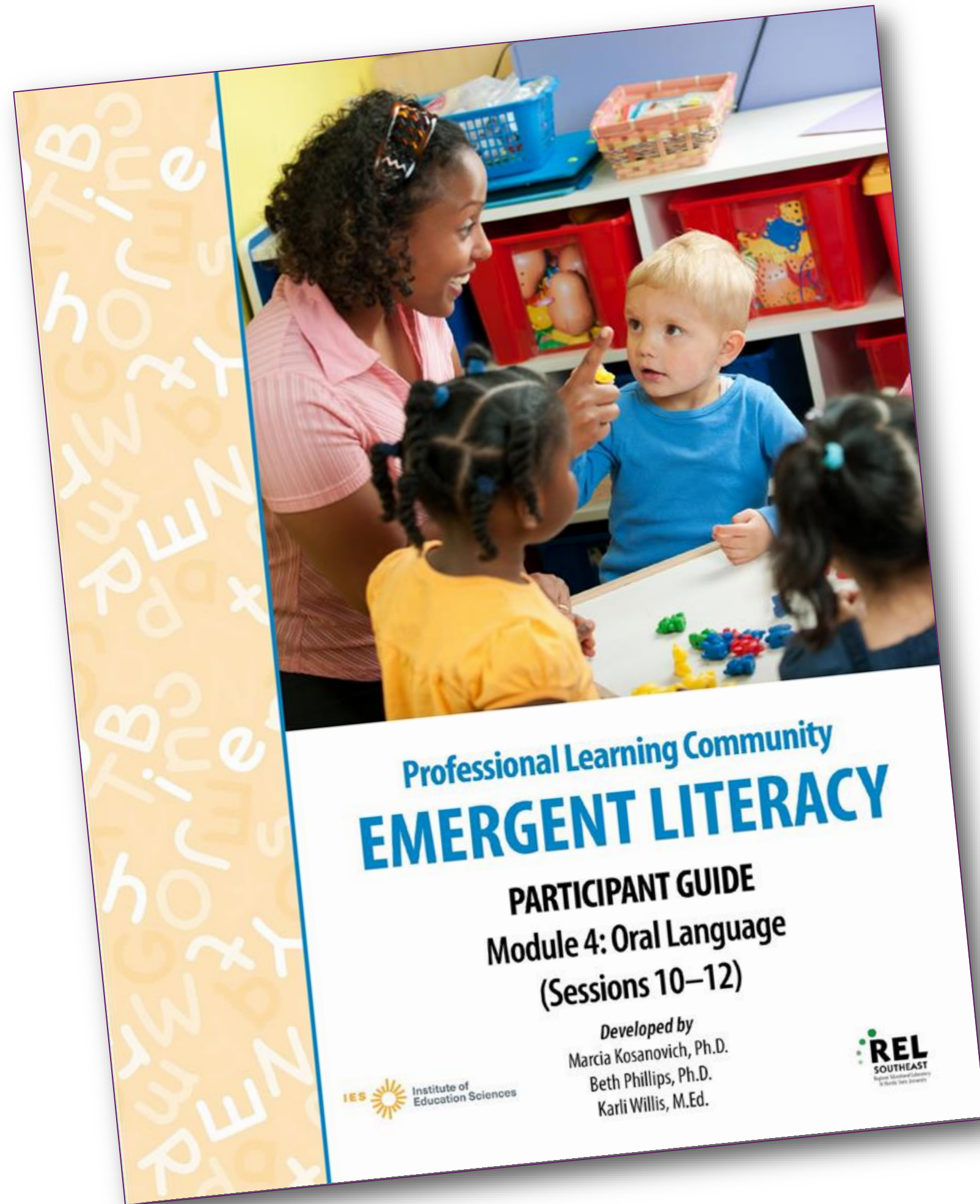


**We have completed
Session 10**

Professional Learning Community EMERGENT LITERACY

Module 4: Oral Language Session 11

Teaching Oral Language Through Conversation
and
Supporting Peer-to-Peer Language Interactions



Activities for Module 4: Oral Language (Session 11)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
28	16–17	Activity 4: Reflect, Plan, and Implement (Self-Study) from Session 10
37	29	Activity 5: Video-Viewing Guide for Engaging in Multiturn Conversations
40	30	Activity 6: Conversations Starters and Continuers
44	31	Activity 7: Reflect, Plan, and Implement (Self-Study)

Videos for Module 4: Oral Language (Session 11)

Watch and Cue Up Videos

Slide	Title	Link	Duration
37	Video 3: Engaging in Multiturn Conversations	https://youtu.be/EsYcG_wAhxg	6:59

Conversation

- When two or more people talk with each other to share ideas and information.
- Helps you build connections with children and learn about their interests.
- Encourages children's cognitive development, social skills, and emotional maturity.



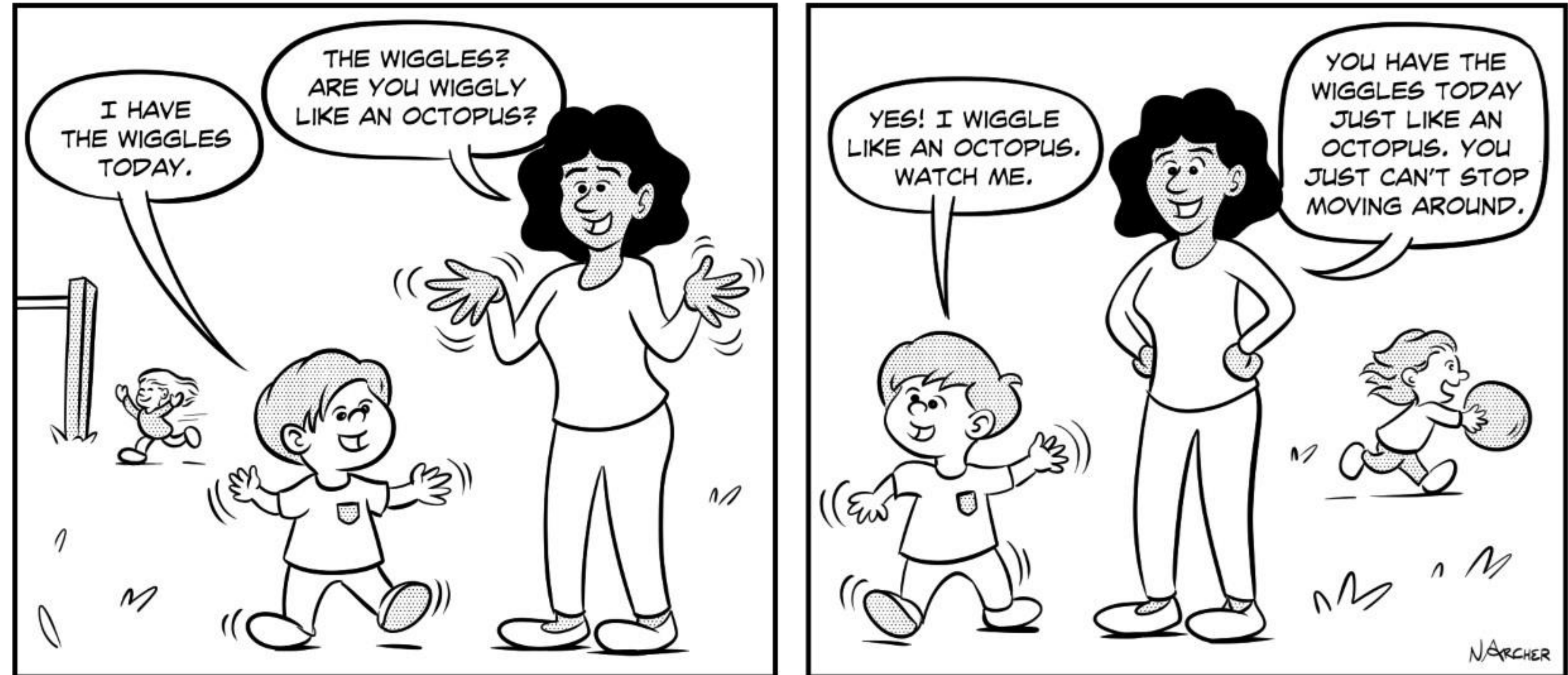
Pragmatics

- Is how language is used during daily conversations:
 - ✓ What you say.
 - ✓ How you say it.
 - ✓ Nonverbal communication.
- Can be modeled throughout the day.

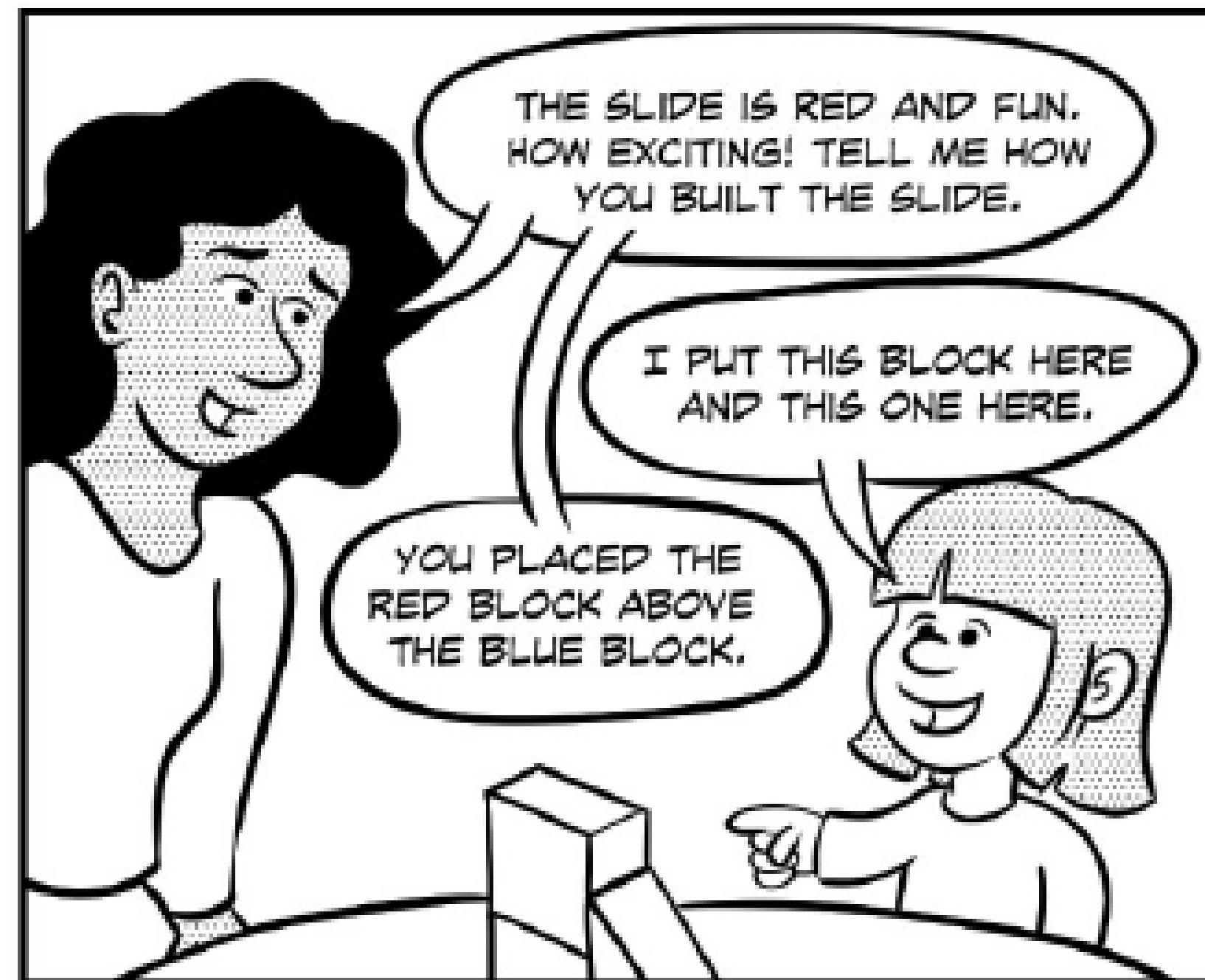


Multiturn Conversations--An Instructional Strategy

- Involves back-and-forth turns where you build on and connect with a child's statements, questions, and responses.
- Most productive one-on-one or in small groups.
- Each child needs multiple turns to practice talking.



How to Implement Multiturn Conversations



- Make conversation a priority.
- Consider language goals.
- Listen actively by:
 - ✓ Building on children's statements.
 - ✓ Commenting on ongoing activities.
 - ✓ Asking open-ended questions.

Example of Conversation Starter and Continuers

During snack time...

STARTER: If you could make your whole house out of food, what food would you use?

- Why would you use that food?
- How would you build your house?
- Would your house be built out of healthy food? What makes it healthy (or not healthy)?

Activity 6: Conversation Starters and Continuers

Directions: In each table below, record a context, how you plan to start a conversation with a child in that context, and how you might continue the conversation. Share ideas with a colleague.

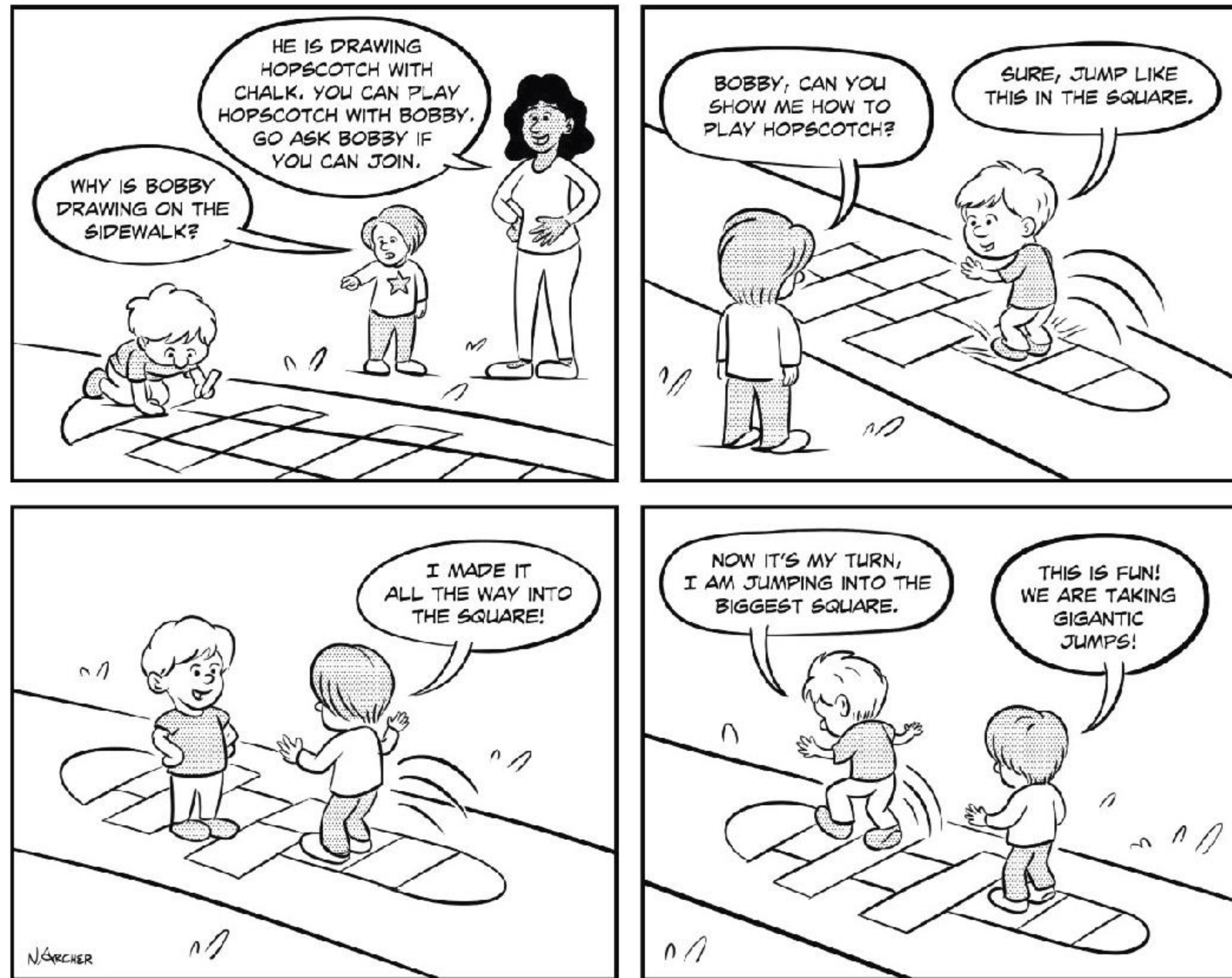
Context:	
Teacher Conversation Starter	Teacher Conversation Continuers

Strategic Scaffolding During Conversations



- **Strategic scaffolding of language** is providing an intentional response to a child during conversations.
- Know each child's current language skills so you can match the scaffold to what the child says. Examples of language scaffolds include
 - ✓ Restate the child's utterance.
 - ✓ Expand ideas by elaborating on what the child said.
 - ✓ Model using words to describe the child's actions.
 - ✓ Ask open-ended questions on topics of child interest to maintain conversations.
 - ✓ Ask through-provoking questions that encourage the child to think of and verbalize other solutions.

Figure 8: Supporting Peer-to-Peer Language Interactions



STEP 5



Reflect, Plan, and Implement

Activity 7: Reflect, Plan, and Implement (Self-Study)

Professional Learning Community Emergent Literacy Participant Guide Module 4 | Our Language

Activity 7

Reflect, Plan, and Implement (Self-Study)

Directions: Before our next session, complete the DO, WATCH, READ activities below.

DO

- Video record yourself having a conversation with a child. If you do not have access to a video camera, you can use a tablet or smartphone. If available, if there are regulations about video recording children in your classroom, set up the device so only you are in the video or the child's back is to the device.
- Bring an expository (informational) text to the next session.

WATCH

- The video of yourself engaging in a conversation with a child. Reflect on the questions in the first column below. Write your answers in the second column.

Question	Answer
1. What open-ended questions did you ask?	
2. How did you actively listen?	
3. How did you build on the child's comments?	
4. Did you provide wait time after asking a question?	
5. Did you model by using complete sentences and correct syntax?	
6. Which language scaffolds did you use?	

READ

- Self-Study Reading for Session 12 on pages 32–35.
- Optional: One resource from the Additional Resources section on pages 43–45.

Questions and comments about the Self-Study Reading:

Questions, comments, and one thing you learned about the additional resource reading:

Module 4 | Session 11 31

DO



- Video record yourself having a conversation with a child.
- Bring an expository (informational) text to next session.

WATCH



- The video of yourself and answer the reflection questions.

READ



- Self-Study Reading for Session 12 on pages 32–45.
- Optional: One resource from the Additional Resources section.

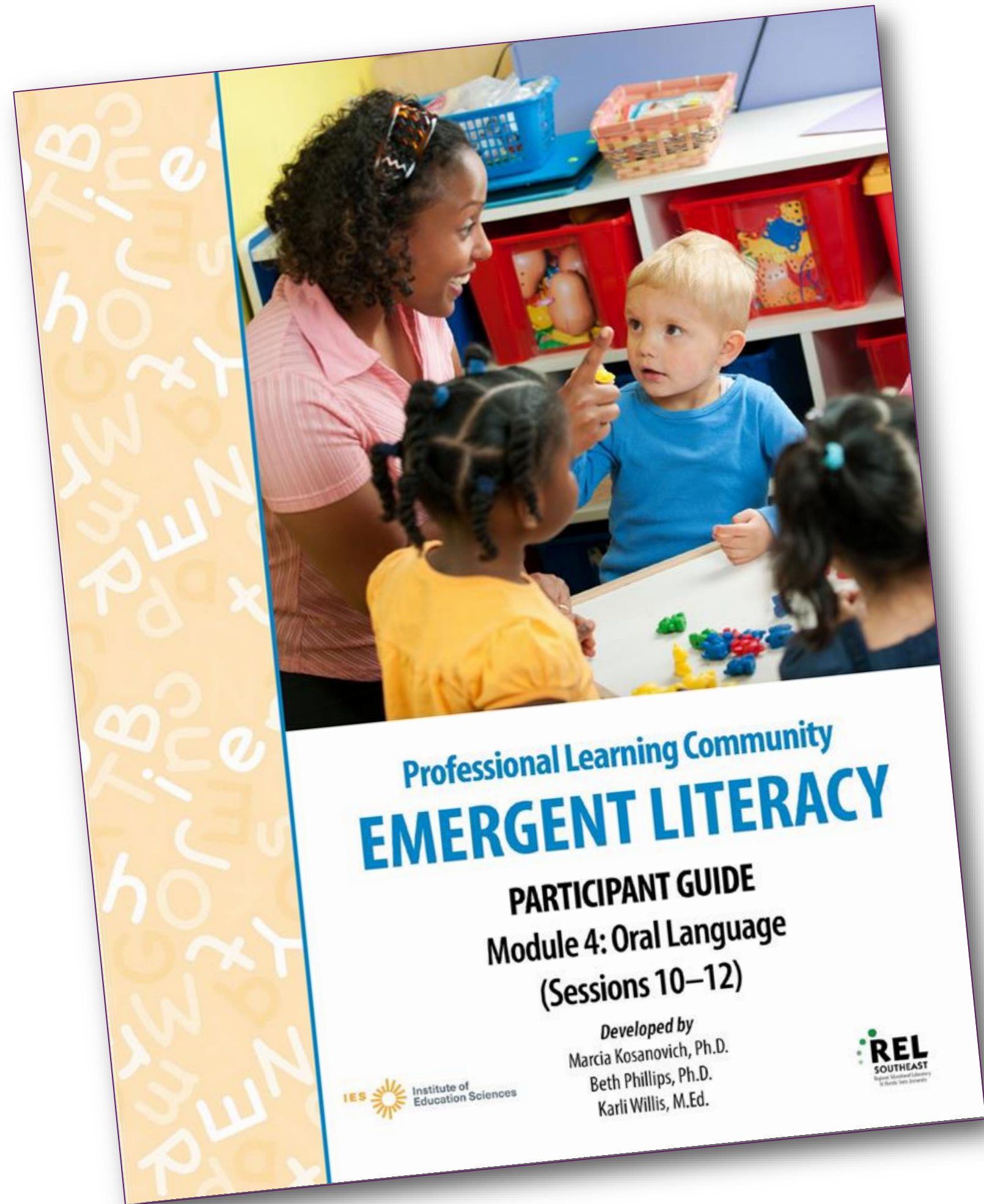


**We have completed
Session 11**

Professional Learning Community EMERGENT LITERACY

Module 4: Oral Language Session 12

Oral Language and Listening Comprehension,
Considerations for English Language Learner Students
and Students with Disabilities, and Additional Resources



Activities for Module 4: Oral Language (Session 12)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
49	31	Activity 7: Reflect, Plan, and Implement (Self-Study) from Session 11
55	47	Activity 8: Video-Viewing Guide for Interactive Reading
60	48	Activity 9: Interactive Reading Lesson Plan for Expository Text Structure
61	49	Activity 10: Video-Viewing Guide for Listening Comprehension (Story Circle)
63	13	Activity 1: FAQs About Oral Language from Session 10

Videos for Module 4: Oral Language (Session 12)

Watch and Cue Up Videos

Slide	Title	Link	Duration
55	Video 4: Interactive Reading	https://youtu.be/y2qXtXtS50A	8:51
61	Video 5: Listening Comprehension (Story Circle)	https://youtu.be/l2sydGWZ_uE	8:04

Listening Comprehension

- Is the ability to understand spoken language.
- Sometimes referred to as oral comprehension.
- Allows us to understand conversations we hear and engage in.
- Allows us to understand what we read or what is read out loud.

Three Steps for Interactive Reading

1. Select a book.
 - Consider instructional goals, theme, vocabulary from your network of words, and children's interests.
2. Develop and ask discussion questions.
 - Develop questions that support the learning goal.
 - Determine when to ask questions: before, during, or after reading.
3. Ask follow-up questions.
 - Respond to children by providing feedback and scaffolding.



Scaffolds for Interactive Reading

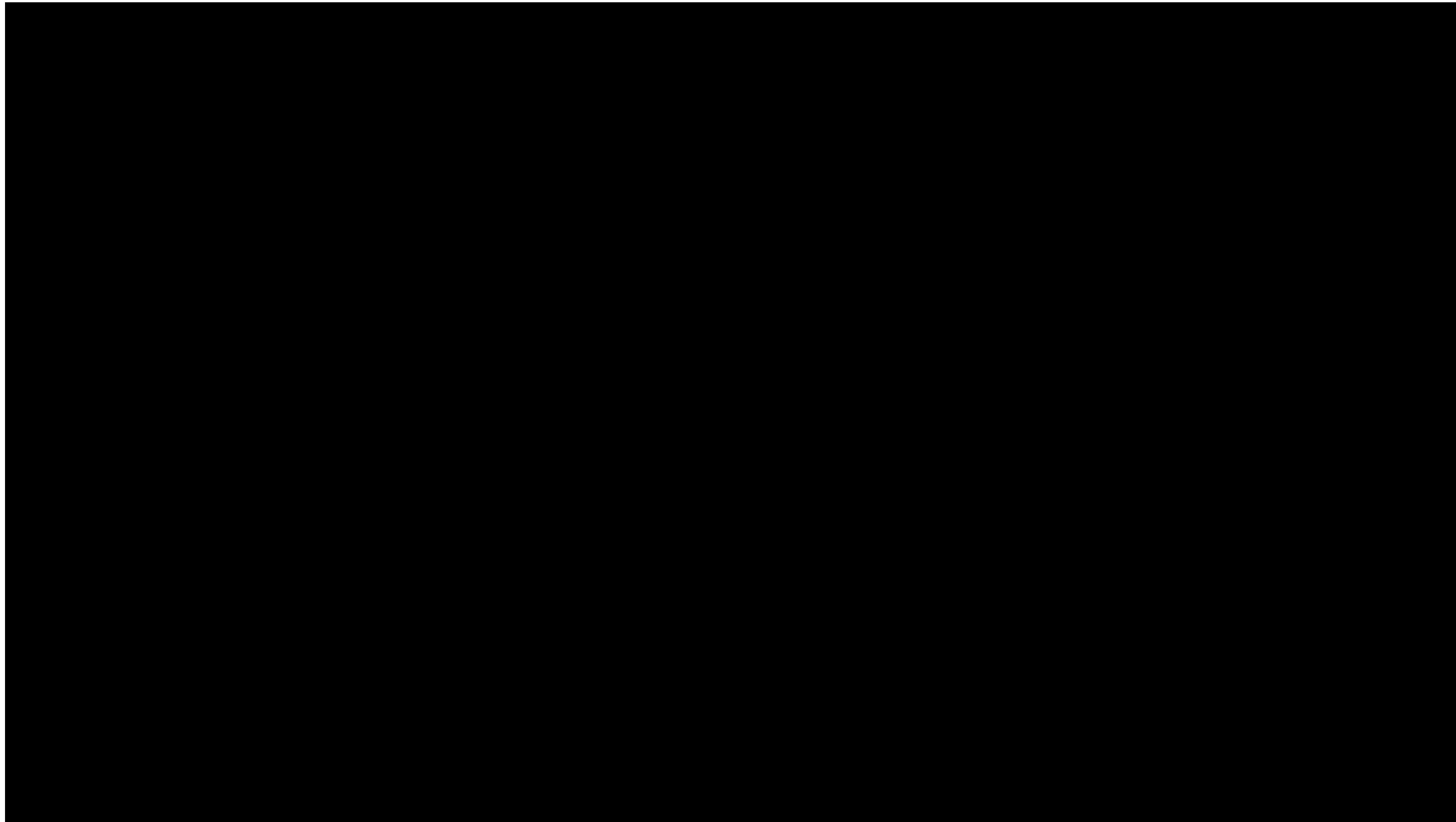
- **Expand** a child’s response by embedding the response in a sentence that has more words than the child used.
 - Child: “Sheep drive!”
 - Teacher: “The sheep drove the jeep. Where did they drive the jeep?”

- **Elaborate** a child’s response by adding more information on the topic being discussed.
 - Child: “Sheep crying.”
 - Teacher: “The sheep are crying because they are sad. Why do you think the sheep are sad?”

Activity 8: Video-Viewing Guide for Interactive Reading



Video 4: Interactive Reading



Module 4 | Oral Language Professional Learning Community | Emergent Literacy
Participant Guide

Activity 8
Video-Viewing Guide for Interactive Reading

Directions: Watch **Video 4: Interactive Reading** (<https://youtu.be/y2qXXXX5SOA>). Then answer the questions below.

Question	Answer
1. Provide specific evidence of how the teacher prepares for interactive reading.	
2. What should teachers consider when planning an interactive read-aloud?	
3. What skill or concept does the teacher focus on during the interactive reading of the expository book? Why does this book work well for this skill?	
4. How does the teacher phrase questions or comments to introduce the concept of cause and effect? Provide an example.	
5. What does the teacher do after the interactive reading session with the children?	

46 Module 4 | Session 12

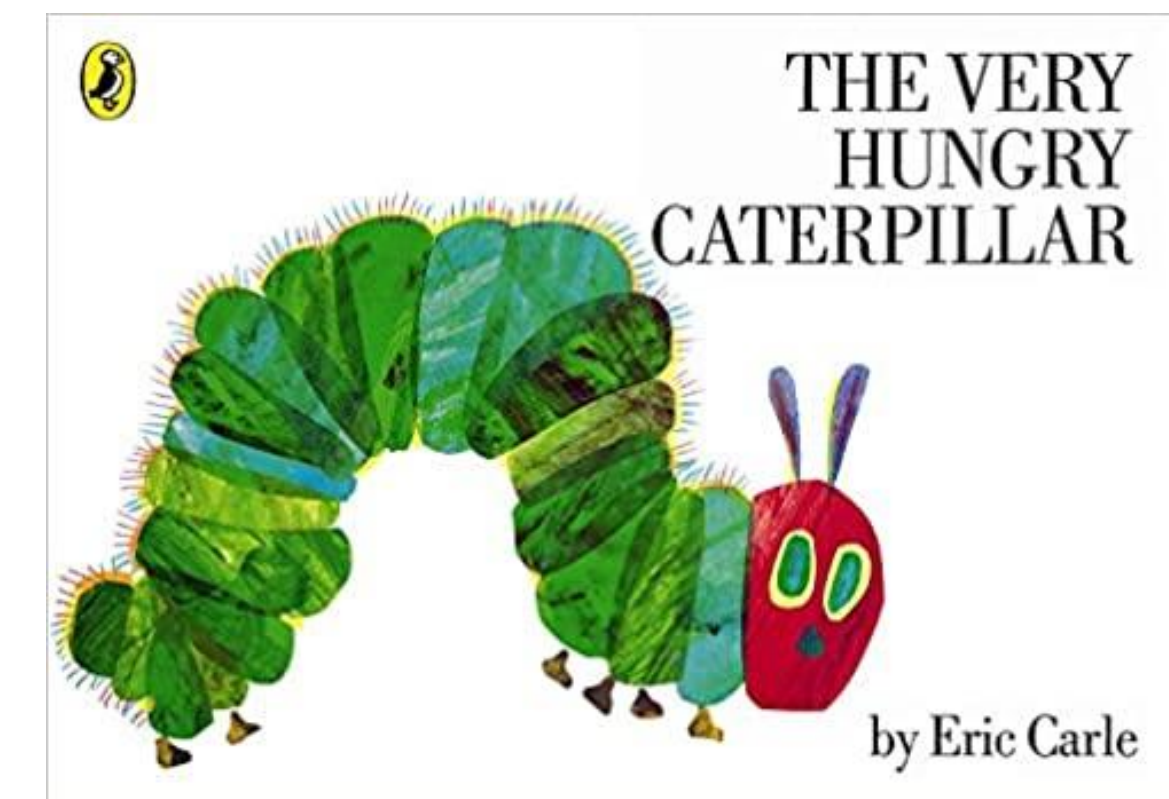
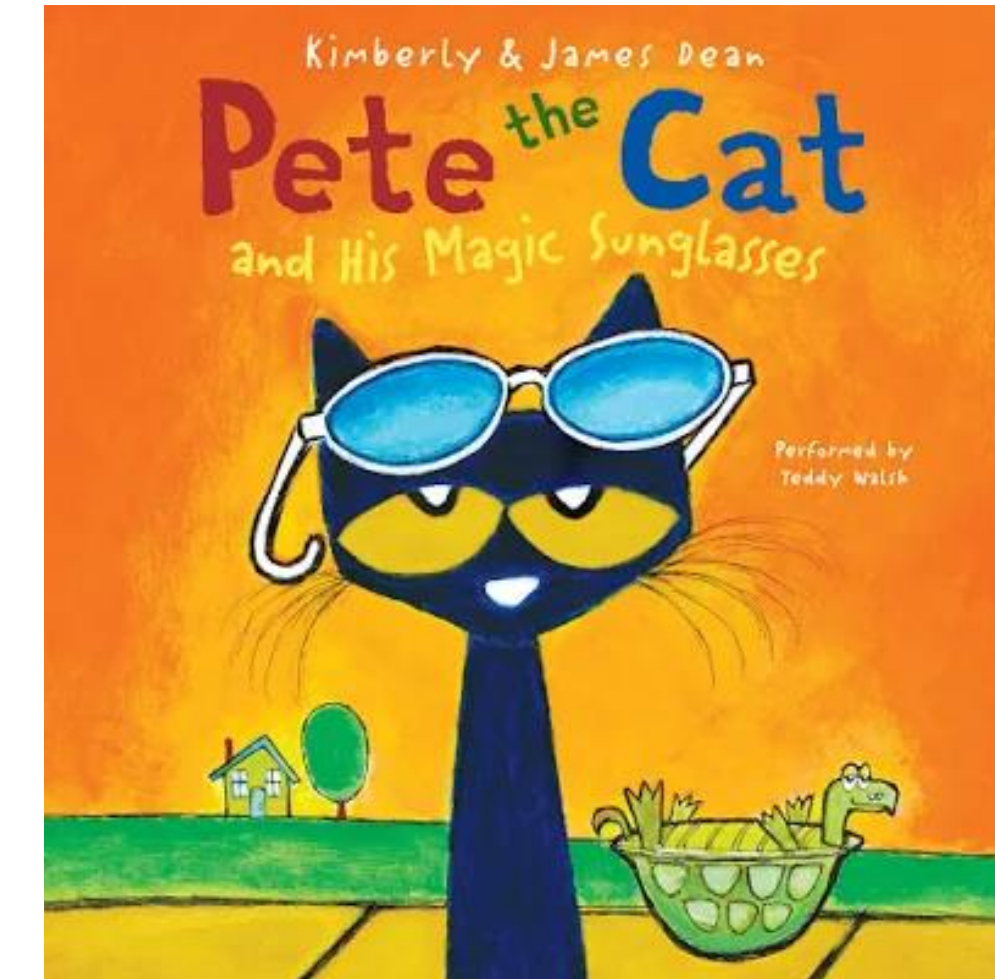
Text Structure

- The way a text is organized.
- What is the text structure of a recipe?
- If we help children understand text structure, they will be better able to comprehend the text we read to them now and the text they read on their own when they are older.



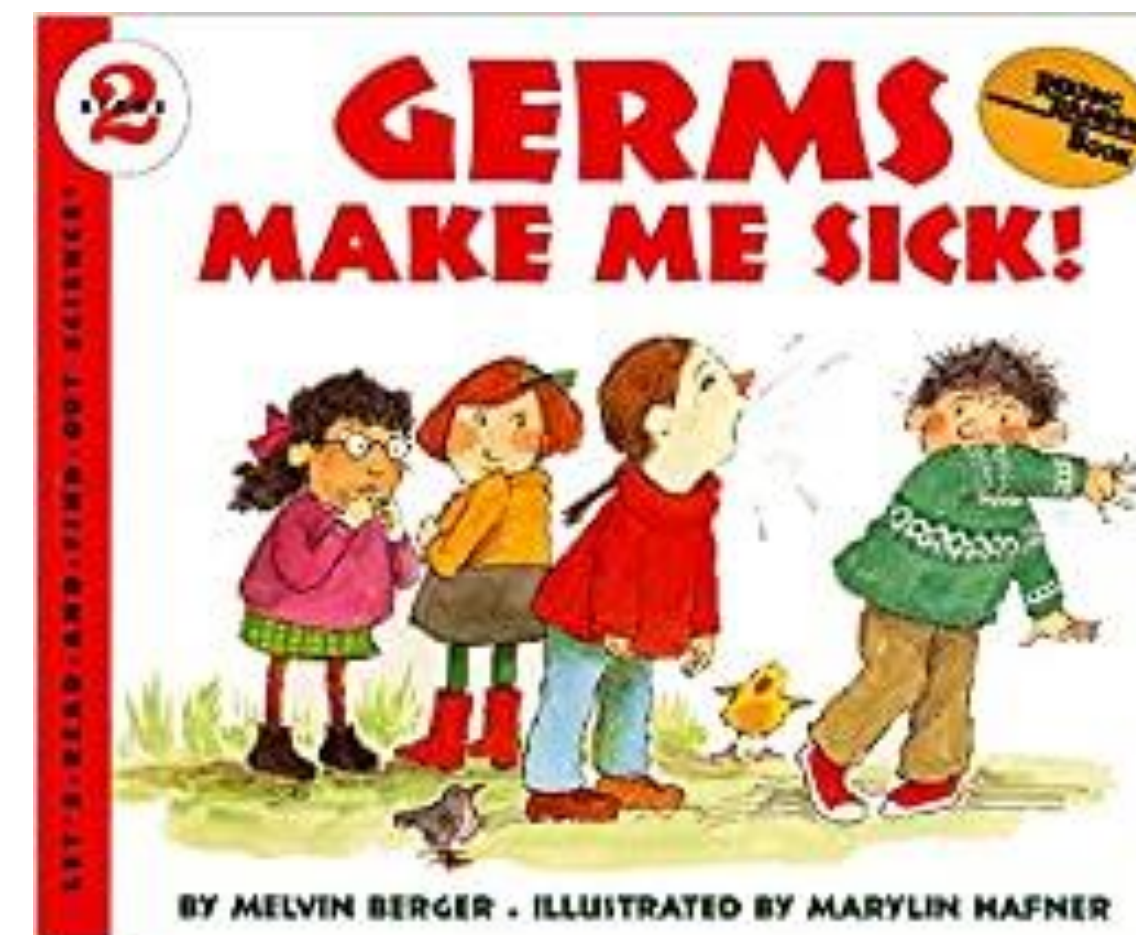
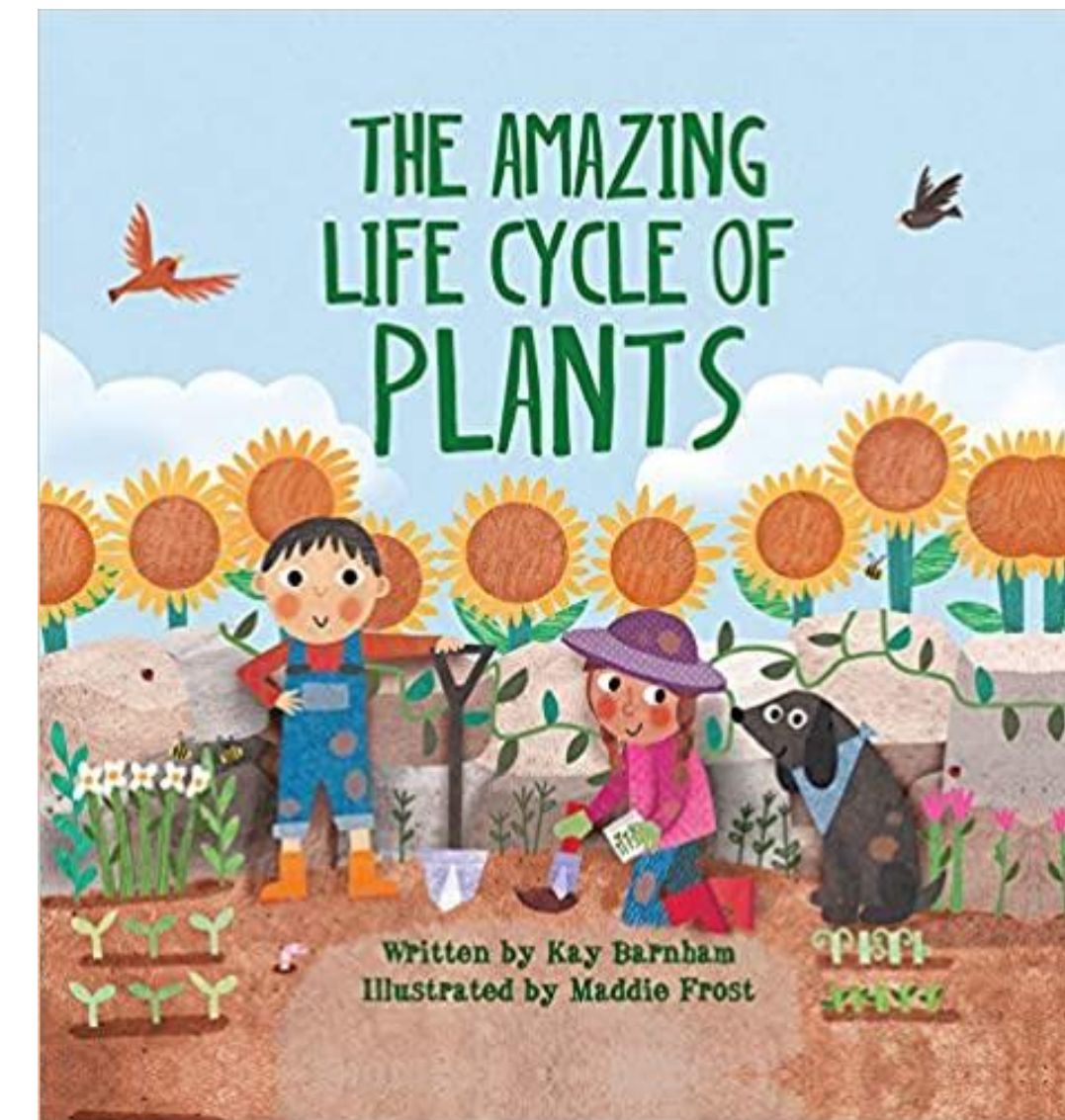
Narrative Text Structure

- Tells a story and usually has a beginning, middle, and ending.
- Includes story elements, referred to as story grammar: characters, setting, problem, and solution.
 - **Examples:** stories, myths, legends, science fiction, fables.
 - **Personal narratives** are personal experiences that happened in the past or will happen in the future.
 - **Decontextualized language** is language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment.



Expository Text Structure

- Is factual text that is meant to inform, explain, or persuade.
 - Examples: textbooks, newspapers, diaries, brochures, biographies, autobiographies.
- Include a variety of text structures to organize expository text:
 - Description
 - Sequence
 - Problem and Solution
 - Compare and Contrast
 - Cause and Effect
- A single text can include multiple text structures.





Collaborate and Practice

Activity 9: Interactive Reading Lesson Plan for Expository Text

1. Analyze the expository text you brought today. You may use the same book and work in pairs.
2. Plan for an interactive reading lesson using the guiding questions.
3. Use the Self-Study Reading on pages 33–40 as a resource.

Professional Learning Community: Emergent Literacy Participant Guide Module 4: Oral Language

Activity 9
Interactive Reading Lesson Plan for Expository Text Structure

Directions: Expository text is factual text meant to inform, explain, or persuade. Analyze the expository book you brought to today's session and develop an interactive reading lesson. You may use the same book and work in pairs. Use the guiding questions below and the Self-Study Reading on pages 33–36 as a resource.

Question	Notes
1. Review your expository text and determine a focus or learning goal of the lesson. Expository text structure includes: <ul style="list-style-type: none">• Description• Sequence• Problem and Solution• Compare and Contrast• Cause and Effect Which text structure will you focus on for this lesson? Explain why.	
2. Determine discussion questions that support the focus or learning goal. Identify when you will ask each question (before, during, or after reading). Write each question on a sticky note and place it in the book at the appropriate place.	
3. Determine follow-up questions (for example, Why do you think that happened?). Follow-up questions are ways to respond to children's answers to initial questions. Although you can plan some follow-up questions, many are determined in the moment.	
4. Plan instructional scaffolds. Scaffolds are also often determined in the moment as you think purposefully about what children are saying. Examples of scaffolds include sentence stems and expanding and elaborating on a child's utterance.	

Module 4 | Session 12 47

STEP 5



Reflect, Plan, and Implement

DO



- Implement the interactive reading lesson plan for expository text structure planned during this session (Activity 9).

WATCH



- Videos from this PLC. Select videos in areas in which you'd like to enhance your instruction.

READ



- A resource from the Additional Resources section.



**We have completed
Session 12**

Questions and Comments

- Content and organization?
- Attention-grabbing?
- Reflections?



Next Steps (Self-Study)

DO



- Prepare and practice facilitating. Use the slides and Facilitator Guide for Module 1, Session 1. You will present 5-6 slides to a small group during Day 3.

WATCH



- Module 3, Video 5: Explicit Instruction for Specific Words (14:38)
<https://www.youtube.com/watch?v=k43FasPgojA>
- Module 4, Video 5: Listening Comprehension (Story Circle) (8:04)
https://www.youtube.com/watch?v=l2sydGWZ_uE

READ



- The Introduction section of the Facilitator Guide for Module 1.
- Self-Study Reading from Modules 1-4 (Considerations Sections)
 - Mod 1: p. 20-24
 - Mod 2: p. 41-46
 - Mod 3: p. 46-50
 - Mod 4: p. 41-46