

Intentional Literacy Targeted Oral Language Intervention

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Who is Here Today?



Agenda

- Oral Language and Literacy
- Strategies to Support Oral Language
 - ❖ Varied Vocabulary
 - ❖ Extended Discourse
 - ❖ Cognitively and Linguistically Stimulating Environments
 - ❖ Play
 - ❖ Storybook Reading as Context to Support Literacy
- Planning for Language

Definitions

- **Early Literacy** learning is defined as the time period from birth to six years of age (Robyak, Masiello, Trivette, Roper & Dunst, 2007)
- **Early Reading** occurs in kindergarten into the early elementary grades

Paulson, 2012

Definitions

- **Emergent Literacy Perspective** – emphasizes the social nature and meaningful use of literacy.
- **Scientifically Based Reading Research Perspective** – emphasizes skills and concepts that young children need to master to become proficient readers and the research-based strategies for teaching them.

Paulson, 2012

Areas of Instruction in a Balanced Early Literacy Program

- Print Knowledge
- Phonological Processing
- Oral Language

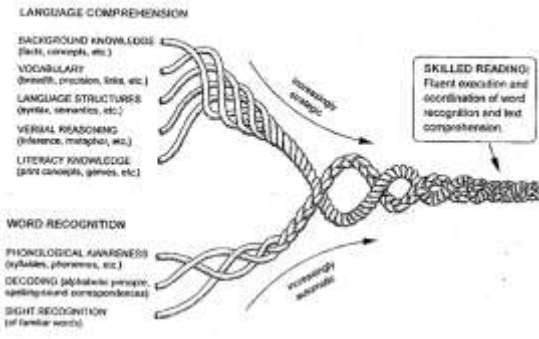
NELP, 2008

What is Oral Language?

- Oral Language is both the listening and speaking part of communication.



The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Children's language develops when caregivers....



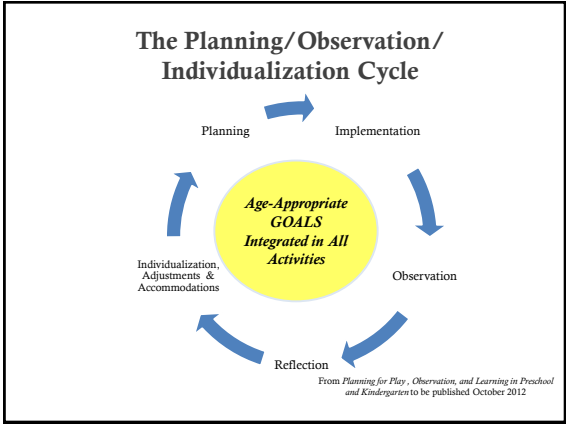
What percentage of your talk with children incorporates language enhancing strategies to support children's language development?



Research tells us EC staff...

- Primarily use language that is directive
- Often fail to expand on children's utterances
- Infrequently maintain topics over successive turns, and
- Rarely ask questions that invite language responses at the child level.

Dickinson and Smith, 2001



Three Dimensions of Children's Language Experiences that Build the Foundation for Later Literacy

- Exposure to *Rich Vocabulary*
- Opportunities to be part of Conversations that use *Extended Discourse*
- Cognitively and Linguistically *Stimulating* Home and Classroom *Environments*

Dickinson & Tabors, 2001

Rich Vocabulary

Four Research-Based Vocabulary Teaching Practices

1. Provide purposeful exposure to new words through read-alouds, teacher use of words, and experiences
2. Intentionally teach word meanings by asking questions, embedding definitions, providing opportunities for children to demonstrate word knowledge.
3. Teach word-learning strategies
4. Offer opportunities to use newly learned words

Christ and Wang, 2010

Word Learning Strategy

- Use think-aloud to model how to use clues and background knowledge to infer word meaning.
- After modeling this several times, ask children questions to guide them through the same process
- After guiding children many times, ask them to infer word meanings independently, using background knowledge and the clues in the text.

Wang, Christ, and Chiu, 2009

Opportunities to Learn New Words

- Concept mapping
- Read or Retell a story from a familiar book
- Dictate stories based on knowledge acquired through curriculum theme
- Socio-dramatic play

Rich Vocabulary in Play

Teacher: Oh. So you're going to get the sharks. Do you need to kill them, or do you move them to a different place so they can't hurt anybody?
Casey: Kill them. **Teacher:** Kill them. You have to kill them?
Bryan: Yeah. **Casey:** There's water already in the cage.
Teacher: Oh, so they're in cages that are filled with water?
Bryan: Yeah, it's a water cage. . . . **Teacher:** You must be very **brave** and **daring** men to go down there and take all these sharks back to this special place.
Casey: We're protecting them.
Teacher: Do you have to wear special suits? What kind do you wear in the water?
Bryan: I wear climbing.
Teacher: A climbing suit? **Casey:** Yeah.
Teacher: What do you wear? **Casey:** A shark suit.
Teacher: Those things on your back. Are those the **oxygen tanks**? To help you breathe underwater?
Bryan: They can breathe underwater.
Teacher: Wow, that's a special trick to learn how to do

Dickinson & Tabors 2001,239-40)

Extended Discourse



Four Research-Based Strategies for Extending Discourse

1. Child Centered Strategies (eg, follow the child's lead)
2. Interaction-Prompting Strategies (eg asking questions that continue the conversation, waiting for the child to take a turn)
3. Language Modeling strategies (eg label, expand, comment)
4. Facilitate Peer Interaction

Girolametto, L., Weitzman, E., & Greenberg, J. (2006)

Child Centered Strategies

- Be face to face
- Follow the child's lead
- Imitate what the child says or does
- Interpret the child's message
- Make a comment
- Join into the child's play

Girolametto, L., Weitzman, E., & Greenberg, J. (2006)

Interaction Prompting Strategies

- Ask open-ended questions that continue the conversation
- Make a comment and wait for the child to take a turn
- Provide a social routine for turn-taking

Girolametto, L., Weitzman, E., & Greenberg, J. (2006)

Language Modeling Strategies

- Make language easy to understand by saying less, stressing important words, and using props and visual cues.
- Parallel Talk
- Think Aloud (Self-Talk)
- Clarify – Extend

Girolametto, L., Weitzman, E., & Greenberg, J. (2006)

Facilitate Peer Interactions

- Support children's interactions with peers by
 - Stepping in, setting up and fading out of activities
- Directing conversations away for ourselves
- Encouraging pretend play as a context for peer interactions

Girolametto, L., Weitzman, E., & Greenberg, J. (2006)

Environments that Support Language



Classroom Schedule Variables

- Opportunities for conversation
- Predictability
- Establish classroom routines
- Opportunities to engage in emergent forms of reading and writing

Group Size Variables



Themes



Levels of play

Chaotic, out of control play

Simplistic, repetitive play

High level, complex, sustained play

With teachers' help, preschoolers move into more mature play with purpose and role-playing that develop self-regulation.

From Developmentally Appropriate Play: Guiding Young Children to a Higher Level
Gronlund 2010

Positive Effects of Shared Book Reading

- Teaches children words beyond those they hear in everyday conversations
- Teaches children to understand decontextualized language
- Teaches children words connected to places they have never been and experiences they have yet to have
- Exposes children to the sound structure of language
- Exposes children to sentence structures they may not hear in everyday conversation
- Teaches children to text structures (narrative and expository)
- Teaches children about alphabet knowledge

Vukelich, C., & Christie, J. F. (2009)

Storybook Reading



ELLCO



Planning for Talking



Purposefully plan to...

- Make routine activities more conversational
- Increase opportunities for child talk
- Increase active, thoughtful extension of children's talk
- Increase the variety and type of adult talk
- Increase vocabulary learning strategies

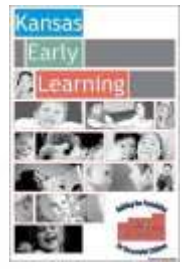
Kansas Guide to Learning: Literacy Birth to Five



Kansas Guide to Learning: Literacy Birth to Five

| What Children Must Know and Be Able to Do | Indicators | Support Strategies and Environments for Learning and Learning | Kansas Early Learning Standards |
|--|---|---|---|
| <p>Reading & Writing</p> <ul style="list-style-type: none"> 1.1 Identify letters, their sounds, and their positions in words. 1.2 Recognize and name letters in print and uppercase and lowercase. 1.3 Recognize and name letters in print and uppercase and lowercase. 1.4 Recognize and name letters in print and uppercase and lowercase. 1.5 Recognize and name letters in print and uppercase and lowercase. 1.6 Recognize and name letters in print and uppercase and lowercase. 1.7 Recognize and name letters in print and uppercase and lowercase. 1.8 Recognize and name letters in print and uppercase and lowercase. 1.9 Recognize and name letters in print and uppercase and lowercase. 1.10 Recognize and name letters in print and uppercase and lowercase. | <p>1.1.1 Identify letters, their sounds, and their positions in words.</p> <p>1.1.2 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.3 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.4 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.5 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.6 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.7 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.8 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.9 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.10 Recognize and name letters in print and uppercase and lowercase.</p> | <p>1.1.1 Identify letters, their sounds, and their positions in words.</p> <p>1.1.2 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.3 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.4 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.5 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.6 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.7 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.8 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.9 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.10 Recognize and name letters in print and uppercase and lowercase.</p> | <p>1.1.1 Identify letters, their sounds, and their positions in words.</p> <p>1.1.2 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.3 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.4 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.5 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.6 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.7 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.8 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.9 Recognize and name letters in print and uppercase and lowercase.</p> <p>1.1.10 Recognize and name letters in print and uppercase and lowercase.</p> |

Kansas Early Learning Standards



Kansas Multi-Tiered System of Supports (MTSS)

- Core Instruction (ALL)
- Supplemental Instruction (Some)
- Intensive Instruction (Few)

Creating Habits for the Intentional Use of Oral Language Strategies?



Resources

- Virtual KIT- Learning to Read: Early Literacy Birth to Five <http://www.kskits.org/ta/virtualKits/learningToReadEarlyLiteracy0to5.shtml>
- Kansas Kids Ready for Learning <http://readyforlearning.net/>
- TASN - <http://ksdetasn.org/cms/>

Questions?



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