Assisting Struggles with Speech Articulation

Using Sound Walls in Classrooms

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Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
Session Goals

• Explore articulation and phonological disorders

• Garner tips and suggestions for supporting articulation deficits in regular education classrooms

• Identify options for sound walls in classrooms

Supporting Articulation in the Classroom
Articulation Disorders vs. Phonological Disorders

For a child, learning to speak is a process. At first, he/she may produce a sound incorrectly but will often self-correct through exposure and maturity. When a child is unable to self-correct a speech sound, it becomes either an articulation disorder or a phonological disorder, depending on the type of error(s) he/she is producing. (Source: Super Duper Publications)

Articulation Disorder vs. Phonological Disorder

• If a child is having difficulty making sounds, he/she is demonstrating an articulation disorder.

• An articulation disorder occurs on a phonetic/motoric level.
Articulation Disorder vs. Phonological Disorder

- When a child is producing patterns of sound errors, he/she is demonstrating a **phonological disorder**.

- A phonological disorder is a child's difficulty at a phonemic level (in their brain).

- This "phonemic level" is sometimes referred to as "the linguistic level" or a "cognitive level."

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**Articulation Disorder vs. Phonological Disorder**

Types of Articulation Errors: SODA!

**S** – Substitutions Definition: Replace one sound with another sound.
Examples: “wed” for “red,” “thoap” for “soap,” “dut,” for “duck”

**O** – Omissions (also known as deletions) Definition: Omit a sound in a word.
Examples: “p ay the piano” for “play the piano”, “g een nake” for “green snake”

**D** – Distortions Definition: Produce a sound in an unfamiliar manner.
Examples: “pencil” (nasalized—sounds more like an “m”) for “pencil,” “sun” (lisped—sounds “slushy”) for “sun”

**A** – Additions Definition: Insert an extra sound within a word.
Examples: “buhlack horse” for “black horse,” “doguh,” for “dog”
Articulation Disorder vs. Phonological Disorder

Examples of Phonological Disorders:
- Fronting (ex. “tee” for “key”)
- Cluster reduction (ex. “bock” for “block”)
- Velar assimilation (ex. “kack” for “tack”)
- Nasal assimilation (ex. “money” for “funny”)
- Stopping (ex. “dump” for “jump”)
- Gliding (ex. “wabbit” for “rabbit”)
- Deaffrication (ex. “shop” for “chop”)
- Weak syllable (ex. “nana” for “banana”)
- Final consonant deletion (ex. “bu” for “bus”)

Speech Errors
Age-Appropriate Errors

- All children from ages 1-5 have sound errors due to an immature speech pattern.
- Some are outgrown and others are not.

### 90% of Children Have Mastered These Sounds...By Age

<table>
<thead>
<tr>
<th>Sound</th>
<th>2 years old</th>
<th>3 years old</th>
<th>4 to 5 years old</th>
<th>5 to 7 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>p, d, m, w, h, n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t, b, k, g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f, v, y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s, z, j, l, r, sh, ch, th, blends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: SuperDuperInc.com

### Age-Appropriate Errors

<table>
<thead>
<tr>
<th>Age</th>
<th>Initial Sound</th>
<th>Medial Sound</th>
<th>Final Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>/b/ /d/ /h/</td>
<td>/b/ /m/ /n/</td>
<td>/m/ /p/</td>
</tr>
<tr>
<td>3</td>
<td>/l/ /l/ /lk/</td>
<td>/l/ /l/ /lk/</td>
<td>/l/ /l/ /lk/</td>
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<tr>
<td>4</td>
<td>/k/ /k/ /k/</td>
<td>/k/ /k/ /k/</td>
<td>/k/ /k/ /k/</td>
</tr>
<tr>
<td>5</td>
<td>/j/ /j/ /j/</td>
<td>/j/ /j/ /j/</td>
<td>/j/ /j/ /j/</td>
</tr>
<tr>
<td>6</td>
<td>/z/ /z/ /z/</td>
<td>/z/ /z/ /z/</td>
<td>/z/ /z/ /z/</td>
</tr>
<tr>
<td>7</td>
<td>/z/ /z/ /z/</td>
<td>/z/ /z/ /z/</td>
<td>/z/ /z/ /z/</td>
</tr>
</tbody>
</table>
Why do students have speech errors?

There are different reasons why this occurs:

1. The child has a problem with movement of the tongue, lips, and teeth. This is called an oral-motor problem or apraxia.
2. The child has an auditory discrimination problem and/or recurrent ear infections leading to periods of temporary conductive hearing loss.
3. The child has not yet developed a mature speech pattern.

What are the common errors?

- “s”, “z”, “r”, “l”, “th”, “sh’ and “ch”.

- Sounds are taught in isolation, syllables, words, phrases, sentences, reading, and conversation.
What are the placements for common errors?

“S & Z”
1. Tell the child to place both teeth together.
2. Ask the child to smile.
3. Tell the child to place the tongue up behind the front teeth.
4. Tell the child to push air from the two front teeth.
5. Turn the voice box on for /z/ and off for /s/.

What are the placements for common errors?

“R”
1. Tell the child that the sides of the tongue must press against the back teeth or molars.
2. Tell the child to make an "o" with the lips.
What are the placements for common errors?

“L”
1. Tell the child to open the mouth.
2. Identify the tongue tip and the “bumpy ridge” (alveolar ridge) right behind the top front teeth.
3. Tell the child to put the tongue tip to the ridge.

What are the placements for common errors?

“TH”
1. Tell the child to put the tongue between the teeth as the adult models the placement.
2. Blow air at the same time.
What are the placements for common errors?

“CH”
1. First, try the connection between "choo-choo" and "Ahh-choo."

2. Tell the child to say the /t/ sound and the /sh/ sound, you can shape the CH sound by first making the /t/ sound and following it up with the SH sound. Doing this rapidly should produce the CH sound.

3. A. Tell the child to place his/her tongue tip on the roof of the mouth at the "bumpy ridge" B. Have him/her hold her tongue in that position tightly and then have him/her release the air quickly as push lips outward.

What are the placements for common errors?

“SH”
1. Tell the child to part his/her lips slightly.
2. Then touch your child’s tongue with a tongue depressor or his/her toothbrush just behind the tip of the tongue.
3. Have him/her place the part of the tongue just touched on the roof of the mouth just behind the “bumpy ridge.”
4. Next, have the child lower his/her tongue just a little.
5. Finally, have your child hold this position, pucker his/her lips and breathe out through his/her mouth.
Activity: Turn-and-Talk

Discuss with a shoulder partner the articulator placements of commonly mispronounced sounds. Explain ways you can assist students with understanding "how" and "where" each sound is produced.

Activities to Support Speech
Activities in the classroom

**Auditory Bombardment:** Providing a correct model of the sound in isolation, words, phrases, and sentences.

Tasks can include:
- Singing songs with focus on the targeted sound
- Reading aloud lists of words emphasizing the sound (list can be found at [https://speech-language-therapy.com/pdf/listeninglists2010pf.pdf](https://speech-language-therapy.com/pdf/listeninglists2010pf.pdf))
- Reading and repeating tongue twisters with the targeted sound
- Implementing alliteration activities with the targeted sound

**Listening Tasks**
Play a listening game where you say a word and ask your child if it started with his sound. For each correct response you can have your child jump, raise his hand, take a step, or whatever you choose.

For example: say, "You’re listening for the ‘r’ sound. Tell me ‘yes’ if you hear it and ‘no’ if you don’t." Then start saying words such as: rock, walk, race, run, will, won, etc. It’s ideal to include words that start with the sound that your child substitutes for the correct one, (i.e. if your child says ‘r’ like ‘w’ include words that start with ‘w’.)
Activity: Let's Practice!!!

- Each participant will have two sound sticks.
- Listen carefully for each sound as the reader produces different levels of intensity (e.g., sound, syllable, word, phrase, sentence, paragraph).
- Push the recognized sound stick in an upward motion as you hear it.

Activities in the classroom

Articulator placement guidance within phonics instruction

Tasks can include:
- Using a mirror to model and self-monitor articulator placement
- Adding directions for articulator placement on sound anchors
- Discussing the placement of lips, tongue, and teeth and voicing
Activities in the classroom

Support articulation carryover

Tasks can include:

- **Using QR codes**: Find How-To videos on YouTube with your student’s target sound and match with a QR code. The student watches the video from the QR code and then explains “how to do” the process with a partner or writes about the process. So, if you have a student working on /r/, they can watch a YouTube video about how to clean her room.

Activities in the classroom

Support articulation carryover

Tasks can include:

- Using trade books or texts
  - Choose a book. Go through the book to make a list of all the words containing the target sounds. Then, make cards or word lists for these words. Read and talk about the story. For older students, as they read each page, let them find the words that have their sound.

- Incorporating sound walls into the daily routine
Sound Walls

Activity: The Great Sound Race

After the room has been divided into equal teams, each table will...

• Look on the table for vowel cards
• Identify their team's color
• Place their card correctly on the chart to complete as quickly as possible

A E I O U
What are sound walls?

• A sound wall is like a word wall except words are set up according to the articulation of speech sounds.

• The purpose of a sound wall is to help students match phonemes (sounds) to graphemes (letters).

• The sounds move from the front of your mouth to the back of the throat.

Word Walls vs. Sound Walls Video
What are the benefits of sound walls?

- Organizing words by sounds helps young students connect phonology and orthography
- Provides opportunities to see and use different ways to spell phonemes
- Approaching phonemes from a learner viewpoint rather than a teacher viewpoint
- Anchor to teach letter-sound knowledge and articulatory gestures
- Articulatory gestures help to conceptualize phonemes

How does this look for you?

Turn-and-Talk with your table about how you will modify your current implementation of word walls and sound walls.
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!
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Constructing a Firm Foundation
Filling Foundational Gaps in Tier I Instruction

June 2019

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Session Norms

• Silence your cell phones.
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• Be an active participant.
• Do not hesitate to ask questions.

Session Goals

In this session, we will explore:

• The Reading Universe grid
• Concepts of print, phonological awareness, & phonemic awareness
• Screening data
• Teacher-led reading centers
• Schedules
Fill gaps here so the foundation will hold for more advanced reading skills.
The Reading Universe

Interactive tiles with definitions, slide shows, and skill practices

Tier 1 Instruction
Tier 1 Instruction

- High-quality classroom instruction aligned to the Mississippi College and Career-Readiness Standards (MS-CCRS)
- Instruction within an evidence-based, scientifically researched core program
- High quality reading instruction incorporates the five components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) delivered through a coherent instructional design

Elements of Effective Instruction

- Form Teacher-Led Groups Based on Student Data
- Explicit Instruction
- Systematic Instruction
- Teach Content
- Scaffolded Instruction
- Provide Enrichment
- Assessment Overview
- YES Achieved Mastery
- NO Did Not Achieve Mastery

Targeted instruction is provided to facilitate mastery of deficit skill

www.fcrr.org
Tier 1 Instruction

The Mississippi Department of Education's Multi-Tiered System of Supports Documentation Packet lists 3 domains for Tier 1 high-quality classroom observations:

- Classroom Instruction
- Differentiated Instruction
- Classroom Management

Tier 1 Instruction: Classroom Instruction

- Students are actively engaged in learning.
- Content is at students' instructional level.
- Students are answering questions correctly.
- Students are asking questions.
- Teacher communicates expectations of lesson.
- Teacher questioning measures students' understanding of the prerequisite concepts.
Tier 1 Instruction: Classroom Instruction

- Teacher questioning measures students' understanding of new concepts
- Teacher encourages students to think critically concerning previous concepts and new concepts
- Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding

Tier 1 Instruction: Differentiated Instruction

- Teacher uses activities to support instruction (i.e., advanced organizer, introduction to lesson, or closure)
- Teacher aligns tasks to learning goals
- Teacher engagement with students varies as the needs of the students differ
- Teacher provides guided practice and modeling in learning new concepts through I do, we do, you do scaffolding
Tier 1 Instruction: Differentiated Instruction

- Teacher uses a variety of techniques to support students in making meaning of content
- Teacher groups students to work on instructional component
- Teacher provides prompt feedback to students concerning performance
- Teacher assists students in preparation for assignments, long-range projects, and tests

Tier 1 Instruction: Classroom Management

- Use of smooth transitions: providing transition activities for students
- Procedures and rules are clearly communicated in the classroom
- Teacher actively supervises student behavior by scanning, moving around room, and interacting with students.
- Teacher encourages students to take ownership for actions and fosters respect among all students
Concepts of Print

- The understanding that words in print carry meaning.
- Basic concepts of print skills are acquired in kindergarten and advanced skills in first grade.
- Continuum: book parts, directionality, print structure, and text features
- With mastery of these skills, students will have a firmer understanding of how to address texts in reading and writing.
By the End of Kindergarten....

- A student should know:
  - Parts of a book and how to hold it.
  - The title, author, illustrator, and their roles.
  - Be able to follow the direction of print when read to aloud.
  - Distinguish between letters and words.
  - Identify spaces between words and understand different words compose a sentence.
  - Understand that print gives meaning to spoken language.
  - Connect relationship between illustrations and print.

Concepts of Print: Modeling at the Teacher's Table

- **Text Directionality:**
  Read left to right continuously across the page by sweeping back.

- **Concept of Word:**
  Use colored lines or fingers to frame words in text or build the number of words in a sentence with a visual. Students may then count the number of words and practice reading the sentence.
Concepts of Print: Modeling at the Teacher Table

- Use matching and sorting activities for students to identify identical letters/words, letters with similar shapes, or to sort out letters from numbers and words.
- Bring meaning to words and illustrations through having students identify words in text that represent the image.
- Read a sentence from a text, cut it up and have students reorder.
- Each activity should follow the I do, we do, you do model.

Phonological Awareness
Phonological Awareness

- Identifying and manipulating sound parts in spoken language. This includes syllables, onset and rime, and individual phonemes.
- Pictures or other manipulatives can be used to support, but no letters.
- No print, can be done with your eyes closed!
- Older students only with deficits, may use letters to help link understanding and support phonology.

Effective Phonological Awareness Instruction

- Explicit and systematic instruction in nature
- Conduct in small groups
- Focus on no more than one or two skills simultaneously
- Manipulative to make concepts more concrete
- Contain correctly pronounced phonemes

Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary, knowledge, and socioeconomic status.

- Gillon, 2004
### Phonological Awareness Skills Sequence

<table>
<thead>
<tr>
<th>Concept of Spoken Word</th>
<th>distinguish words in sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyme</td>
<td>recognize, complete, produce</td>
</tr>
<tr>
<td>Syllable</td>
<td>blend, segment, delete</td>
</tr>
<tr>
<td>Phonemes</td>
<td>Initial and final sounds</td>
</tr>
<tr>
<td></td>
<td>blend onset and rime blending</td>
</tr>
<tr>
<td></td>
<td>blend, segment, delete</td>
</tr>
<tr>
<td>Phoneme Manipulation</td>
<td>add or substitute phonemes</td>
</tr>
</tbody>
</table>

**Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources**

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### Phonological Awareness: The How

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Small Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 minutes daily</td>
<td>5-8 minutes of small group differentiated instruction</td>
</tr>
<tr>
<td>Target one skill a week</td>
<td>Teach to mastery</td>
</tr>
<tr>
<td>Explicitly model through small group and individual practice</td>
<td>Give feedback</td>
</tr>
<tr>
<td>Follow the scope and sequence</td>
<td>Follow the scope and sequence</td>
</tr>
<tr>
<td></td>
<td>Target the lowest deficit skill first</td>
</tr>
</tbody>
</table>

**Barksdale Reading Institute**
### Phonological Awareness: Modeling at the Teacher Table

#### Concept of Spoken Word
- Utilize a story to read aloud
- Give students character shape as in story
- Read sentences from story to students and model how to move one character per word of sentence
- Continue with additional sentences

#### Rhyme
- Rhyming rhymes: in small group begin a rhyme such as Old Mac Donald and have students fill in the last word
- Repeat activity by changing the last word to a new rhyming word

#### Syllable
- Play Raceway:
  - In groups, move cars for each syllable of a word and have teams blend together
  - Move their car around the racetrack as they blend correctly

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#### Phonological Awareness Assesment Tools and Strategies; Yvette Zgonc; SDE Resources

**I do, you do method**

**Phonemes**
- **Fly Swatter Swat:**
  - Place various pictures in front of students
  - Give each student a fly swatter
  - Tell students that you are thinking of a word that begins with the same sound as a given word
  - First student to swat the correct picture, moves it to his/her pile for a point
  - Continue until all pictures have been used or several rounds played
  - Student with the most picture cards wins
  - Manipulate between initial, medial, and final sounds as they are taught

**Phoneme Manipulation**
- **Sound Swap:**
  - Give each student a sound box and a predetermined amount of manipulatives
  - State word and move manipulatives for number of sounds
  - Tell students to change a target sound to a different sound and then state word made
  - Could also be done using pictures for a differentiated approach

_Fifty Nifty Activities by Judith Dodson_
Phonics

- Systematic instructional approach to teach the relationship between graphemes in written language and phonemes in spoken language.
- Why teach phonics? To be able to both decode and encode.
  Decode – convert a word from print to speech
  Encode – convert a language into print

Phonics instruction has its greatest impact with beginning readers in kindergarten and first grade and should be implemented at those levels. National Reading Panel, 2000

Teaching Reading Sourcebook
## Phonics: What Shows Mastery in Area?

<table>
<thead>
<tr>
<th>Alphabetic Principle</th>
<th>Regularly Spelled High Frequency Words</th>
<th>Beginning Phonics (short vowels)</th>
<th>Advanced Phonics (long vowels, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alphabet order</td>
<td>• Spell words accurately</td>
<td>• Accurately and with automaticity decode and encode words</td>
<td>• Decode in context and in isolation</td>
</tr>
<tr>
<td>• Difference between vowels and consonants</td>
<td>• Read words with automaticity and accuracy</td>
<td>• Short Vowels</td>
<td>• Encode with accuracy</td>
</tr>
<tr>
<td>• Upper and lowercase</td>
<td></td>
<td>• Consonant Digraphs and Trigraphs</td>
<td>• Schwa</td>
</tr>
<tr>
<td>• Different fonts</td>
<td></td>
<td>• Double Consonant</td>
<td>• Vowel-r</td>
</tr>
<tr>
<td>• Write letters in both cases</td>
<td></td>
<td>• Endings Blends</td>
<td>• Long</td>
</tr>
<tr>
<td>• Letter name and sound association</td>
<td></td>
<td>• 1-1-1 Doubling Rule</td>
<td>• Vowel teams</td>
</tr>
<tr>
<td>• Alphabetical order</td>
<td></td>
<td>• Inflectional Suffixes</td>
<td>• Diphthongs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2-Syllable Words with Short Vowels</td>
<td>• Hard and Soft c and g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Consonant-1e</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Silent Consonant Letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dropping e to add Vowel Suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Derivational Affixies</td>
</tr>
</tbody>
</table>

**Barksdale Reading Institute**

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## Phonics: Modeling at the Teacher Table

### I do, we do, you do method

#### Name That Sound
- Teacher states word and asks for target sound in certain position
- Students locate the letter from the alphabet arc
- Students state the letter name and sound it makes
- Teacher and students can then sort words with the same positional sound and extend through creating additional words

#### Tap It, Show It, Write It
- Use words from current reading story
- Students tap out the sounds heard in the word
- Students pull down marker for each sound heard
- Students push markers up and write grapheme
- Work toward no longer needing markers for sounds.
**Phonics: Modeling at the Teacher Table**

<table>
<thead>
<tr>
<th>I do, we do, you do method</th>
<th>Phonics: Modeling at the Teacher Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Link Those Syllables</strong></td>
<td>- Use words from current story/theme</td>
</tr>
<tr>
<td></td>
<td>- Divide the words into appropriate</td>
</tr>
<tr>
<td></td>
<td>- syllables, increasing the number of</td>
</tr>
<tr>
<td></td>
<td>- syllables for groups as needed</td>
</tr>
<tr>
<td></td>
<td>- Students work to build the syllables</td>
</tr>
<tr>
<td></td>
<td>- into words</td>
</tr>
<tr>
<td></td>
<td>- Students read the word in entirety</td>
</tr>
<tr>
<td></td>
<td>- Syllable division may be done/shown</td>
</tr>
<tr>
<td></td>
<td>- Students may sort by number of</td>
</tr>
<tr>
<td></td>
<td>- syllables or type</td>
</tr>
<tr>
<td><strong>Mystery Words (Word Building)</strong></td>
<td>- Teacher may choose to manipulate</td>
</tr>
<tr>
<td></td>
<td>- word building cards or have students</td>
</tr>
<tr>
<td></td>
<td>- to. Progress as students gain</td>
</tr>
<tr>
<td></td>
<td>- understanding.</td>
</tr>
<tr>
<td></td>
<td>- Build words and manipulate</td>
</tr>
<tr>
<td></td>
<td>- sounds. Add new sounds as they are</td>
</tr>
<tr>
<td></td>
<td>- introduced.</td>
</tr>
<tr>
<td></td>
<td>- For Example:</td>
</tr>
<tr>
<td></td>
<td>- Bus----bug----bag----flag----flip</td>
</tr>
</tbody>
</table>

**Screening Data**

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MISSISSIPPI DEPARTMENT OF EDUCATION
Emerging High from Every Child
Screening Data

- Universal screener data should be used to guide Tier 1 instruction.
- The MDE has collaborated with the Mississippi Reading Panel to develop a guidebook to support purposeful interventions when a student is identified as “at-risk” on a Universal Screener. Visit https://www.mdek12.org/OSA/USDA for more information.
- It is important to use results from these screeners in a manner that helps to identify the lowest deficit skill. The lowest deficit skill is the point where an intervention begins because it represents where the breakdown in mastery has occurred.
Screening Data

Reading comprehension deficits are rarely remediated simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade level comprehension, a student benefits most from interventions in the subskills of these two domains.

Teacher-Led Reading Centers

[Diagram showing the relationship between 2 Domains: Decoding × Language Comprehension = Reading Comprehension, with Components: Phonological Awareness, Phonics, Fluency, Vocabulary, Reading Comprehension]
What's So Great About Teacher-Led Reading?

A teacher-led reading center can...

- provide teachers the perfect opportunity to observe and offer guidance to their students as they read aloud in a small group setting.

- provide daily experience reading a text at a level that supports accuracy and comprehension.

- create opportunities to talk and write about texts.

What's So Great About Teacher-Led Reading?

A teacher-led reading center can...

- give teachers the opportunity to ensure more "eyes on text" with instructional support.

- offer experience with a wide variety of genres so that students can develop favorite types of texts.

- encourage students to read at their independent level.
**Teacher-Led Reading & the 5 Components**

Though whole group instruction can be used to address the 5 components of reading, a small, teacher-led group can be used to effectively address deficit areas identified through data, teach standards-based skills, and make connections among phonemic awareness, phonics, vocabulary, fluency and comprehension.

---

**Teacher-Led Reading & the 5 Components**

Teacher-Led Reading Center *(25-30 minutes)*

1. **Phonemic Awareness** Skill Review *(5 minutes)*
2. **Phonics** Skill Practice *(10-12 minutes)*
3. **Vocabulary** *(5 minutes)*
4. **Fluency** Practice *(3-5 minutes)*
5. **Comprehension** *(5-7 minutes)*

*Times will vary according to skill level and grade level*

[https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers](https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers)
Phonemic Awareness Skill Review

- Use first 5 minutes of the guided reading center
- Teach to mastery
- Focus on skills that have been covered during PA routine
- Highlight the PA skill when it is heard in the text (phoneme identity and categorization; alliterations; etc.) for an extension

Phonics Skill Practice

- Use decodable/leveled reader
- Take opportunities to model encoding (word in text: bed; write word that rhymes: fed)
- Students read decodable reader with teacher as guide to practice phonics skill(s)
- Use routine for new words (segment, blend, read word again)
Vocabulary

- Choose 1-2 word(s) from text
- Use routine (students say word multiple times; kid-friendly definition; hand motion; use in a sentence)
  [https://explicitinstruction.org/](https://explicitinstruction.org/) (Anita Archer)
- Prepare word for word wall
- Encourage student use of word(s) throughout day

Fluency Practice

- Model fluent reading with portions of the text (Listen to me read this sentence as you follow along. Now let's read it together like that.)
- Use routine for select sentences (I read, we read, you read)
- Take opportunities to change inflection of voice if punctuation was different (How would this sentence sound if it had a question mark at the end?)
Comprehension

- Prepare higher order thinking questions ahead of time
- Give opportunities for students to locate evidence within the text
- Understand comprehension of the text supports the RF.x.4 MSCCRS and can be addressed during small groups

Creating the Lesson

Teacher-Led Reading Center Plan

<table>
<thead>
<tr>
<th>Grade____</th>
<th>Decodable/Leveled Reader Title: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness Skill Review (5 min)</td>
<td></td>
</tr>
<tr>
<td>Phonics Skill Practice (5-10 min)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary (5 min)</td>
<td></td>
</tr>
<tr>
<td>Fluency Practice (5-10 min)</td>
<td></td>
</tr>
<tr>
<td>Comprehension (5-10 min)</td>
<td></td>
</tr>
</tbody>
</table>
Creating the Lesson

Any appropriate decodable/leveled reader can be used. We will use In (level aa) from www.readinga-z.com.

The Phonemic Awareness Skill

Phonemic Awareness Skill Review
(5 min)
Alliteration (RF.K.2)
1. The main character is a monkey. What's the beginning sound in monkey? (/m/) Let's think of 3 words that start like monkey (money, mix, mad).
2. I also see a pig in the story. What's the beginning sound in pig? (/p/) Let's think of 3 words that begin like pig (pie, pink, pop).
The Phonics Skill

Phonics Skill Practice
(10-12 min)

Short Vowel Sounds (RF.K.3)
1. We’ve been practicing short vowel sounds. I’m pointing to a vowel in the middle of this word (u). What’s its sound? (/u/) Now, let’s blend the word then read the page.
2. Continue with skill review while reading the text.

The Vocabulary

Vocabulary
(5 min)

Wagon (RF.K.4)
1. There is a word in our story I want to make sure you know. The word is wagon. Say wagon. (wagon) A wagon is a trailer with four wheels. In our story it’s a toy and has a long handle. Look at it on page 4. Hold your hand to your side and pretend you are pulling a wagon. What’s the word? (wagon)
2. Add wagon to word wall.
The Fluency

Fluency Practice
(3-5 min)
Read with purpose (RF.K.4)
1. Page 5 has 3 words. Point to each word while I read them. In the boat. Did you hear how I read that? We want to read with purpose... like we talk...not like robots! We call that reading fluently. Read this page with me just like I read it. (In the boat.) Now, you practice reading fluently all by yourself. Remember to read it just like I read it. (In the boat.)
2. Continue practicing reading fluently with select sentences.

The Comprehension

Comprehension
(5-7 min)
Read with understanding (RF.K.4)
1. We read a story about a monkey that was in many different places. I’m going to ask you some questions about the story. Remember to look back in the text for the answers.
2. Where was the monkey first? (In the car.) Where was he last? (In the bathtub.) Why would he be in the bathtub last? (He may be dirty from all the places he was in! He was even in the mud!)
Build a Plan to Share: Activity

- Locate leveled reader in the center of table

- Locate lesson planning template in the center of table

- Grade level is indicated on template

- Use the copy of the model as a guide to create a guided reading group lesson to incorporate the 5 components of reading—Take note of the time allotted for each section since times may need to be modified according to skill level.

Build a Plan to Share: Activity

- One person from each table should use a laptop to locate the template from OneDrive in the file named "Filling Foundational Gaps in Tier One."

- Find the page with the title of your table's leveled reader.

- Build the lesson electronically. Include the appropriate foundational skill standard as shown in the lesson plan model.

- We can now access a variety of lesson plans for small group instruction.
Schedules

- The **uninterrupted** 90-minute reading block contains three parts: whole group, teacher-led small groups, and independent student centers.
- If more than 90 minutes can be devoted to the reading block, add that time to the amount spent in teacher led small group centers.

```
Small Teacher-led Skill Groups and Independent Student Centers
reading instruction
50-70 minutes each day

Whole Group
reading instruction
20-40 minutes each day

Total Minutes Daily
90 minutes each day

www.fcrr.org
```
# Schedules

**MDE Sample Schedules:**

- Kindergarten reading block
- 1<sup>st</sup> through 3<sup>rd</sup> grade reading block
- Located under “Other Resources” on the “Professional Development and Resources for Teachers” webpage

**Other Resources**
- CCRS ELA (2016)
- Florida Center for Reading Research
- Parent Read-At-Home Plan
- Literacy Kit Activities
- K-Readiness Implementation Guide
- Sample 90-Minute Literacy Block Schedule (Kindergarten)
- Sample 90-Minute Literacy Block Schedule (1st-3rd Grade)

[https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers](https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers)

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## Schedules

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Range of Time</th>
<th>Class Configuration</th>
<th>Examples of Teacher-Led Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial 90+ minutes daily</td>
<td>25-45 minutes</td>
<td>Whole Group</td>
<td>Work with Core Comprehensive Reading Program (CCRCP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Segmenting sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Blending sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phonics &amp; Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sound-letter relationships</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Blending &amp; Decodables</td>
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<tr>
<td></td>
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<td></td>
<td>• Dictation &amp; spelling</td>
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<tr>
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<td></td>
<td></td>
<td>Vocabulary &amp; Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Robust vocabulary Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pre-reading strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• During reading strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post reading strategies</td>
</tr>
</tbody>
</table>

**Total Time:** 45-65 minutes

<table>
<thead>
<tr>
<th>Small Groups (Group 1-5&lt;sup&gt;**&lt;/sup&gt;)</th>
<th>Group 1: segment sounds with Elkonin boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 minutes</td>
<td>Group 2: word building with letters &amp; pocket charts</td>
</tr>
<tr>
<td>Session 1: 1 2 3 4 5</td>
<td>Group 3: review complex blending strategies</td>
</tr>
<tr>
<td>2 5 3 1</td>
<td>Group 4: read the decodable book</td>
</tr>
<tr>
<td>3 5 4 2 5</td>
<td>Group 5: choral reading of a new poem</td>
</tr>
</tbody>
</table>

**Immediate Intensive Intervention**

20 minutes

<table>
<thead>
<tr>
<th>N T W Th</th>
<th>1 1 1</th>
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</table>

Just Read, Florida! 2016
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!

References

- https://www.readinguniverse.org/
- www.scholastic.com
- https://www.fcrr.org/
- MDE Screener Companion Guide
- www.readinga-z.com
- www.explicitinstruction.org
References

- Teaching Reading Sourcebook: Honig; Diamond; Gutlohn; Core Literacy Library
- Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources
- Fifty Nifty Activities by Judith Dodson

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Let’s Talk about Talking!

Increasing Oral Language in the Classroom

Fall 2019

Hillary Sapanski
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher

Session Norms

• Silence your cell phones
• Please check and/or reply to emails during the scheduled breaks
• Be an active participant
• Do not hesitate to ask questions
Session Goals

• Learn the research behind oral language and why gaps exist
• Understand academic versus informal language and the impact of stereotypes
• Gain knowledge about ways to incorporate oral language across the components of reading and writing for all learners
• Practice a series of oral language activities
• Explore ways for teachers to promote oral language at home with parents and guardians

Ice Breaker

1. Read the short scenario at your table
2. As a group, discuss how you would respond to a friend versus a superintendent of a literacy support school
3. Be prepared to share out
Research

What Do We Know?

Why Does Oral Language Matter?

- Oral language is the **foundation** for students to be able to read and write
- Strong oral language skills are linked to **high reading comprehension** in later grades, and **decoding** in early grades
- Oral language promotes **verbal reasoning** and **critical thinking**
- How we **communicate** and **interact** depends on oral language abilities

Sources: Annette Lareau (2011) and Moats & Tolman (2019)
Simple View of Reading

Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).

Word Recognition \( \times \) Language Comprehension = Reading Comprehension

- 0 \( \times \) 0 = 0
- 0 \( \times \) 1 = 0
- 1 \( \times \) 0 = 0
- 1 \( \times \) 1 = 1

“If students cannot decode printed English, they cannot comprehend it. If students cannot comprehend spoken English, they cannot comprehend written English either.”

(Moats & Tolman 2019, pg. 16)
The Reading Rope: Language Essentials of Reading and Spelling (LETRS)

- **Language Comprehension**
  - Background Knowledge
  - Vocabulary
  - Verbal Reasoning
  - Language Structures
  - Knowledge of Text Structure and Genre (Literacy Knowledge)

- **Word Recognition**
  - Phonological Awareness
  - Decoding (and Spelling)
  - Sight Recognition

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

(Used with permission of Hollis Scarborough)

The Four Part Processor Model

**Four-Part Processing Model for Word Recognition**

- **Context Processor**
  - From Seidenberg & McClelland, 1989
  - Enhanced by Moats (LETRS)

- **Meaning Processor**
  - Reading input
  - Writing output

- **Phonological Processor**
  - Language input
  - Language output

- **Phonics**
  - Speech sound system

- **Orthographic Processor**
  - Letter memory
Why Does an Oral Language Gap Exist?

- **Strong correlation** between language development and social class (generational)
- **Limited exposure** to academic English (lack of read alouds, verbal interaction between adults and children using academic or formal terms)

Middle Class Families

- Prioritize verbal skills
- Verbal reasoning and negotiation over physical discipline
- Directives followed by an explanation
- Language viewed as a skill needed to become a successful adult

Poor and Working Class Families

- Directives
- Less conversations between adults and children than middle class families
- Less confident in speaking abilities (adults and children)
- Language not viewed as a skill needed to become a successful adult (other priorities)

Source: Annette Lareau (2011)
Why Does an Oral Language Gap Exist?

“The extensive use of verbal negotiation is a pattern we observed in all of the middle-class homes...It is an important part of middle-class parents’ efforts to foster their children’s talents and skills...there is a steady stream of speech, interrupted by periods of silence (as opposed to the pattern in working-class and poor homes, in which periods of silence are punctuated by speech). Talking fosters the development of children’s knowledge and opinions” (Lareau 2011, pg. 110).
Table Talk: Technology

1. Is it possible that technology is a new factor with the 30 million word gap?
2. Has technology hindered the development of oral language in middle class homes?
3. How could technology be used effectively for oral language?

How Can We Address the Gap?

• Fill the gap while building a strong foundation
• Prioritize oral language in the classroom through activities and frequent discussions
• Emphasize vocabulary as much as possible
• Teach verbal reasoning and discussion norms (make it a routine in the classroom)
• Communicate and share strategies with parents on ways to increase dialogue at home
**Routines and Conversation Norms**

- Passing a talking “stick”
- Utilizing timers and bells
- Maintaining eye contact with speaker
- Using a “listening position”
- Speaking in complete sentences
- Setting specific voice levels and tone
- Responding using sentence frames
  - Requiring students to ask a follow-up question or comment

**Provide Support: Academic Sentence Frames**

- In my opinion…
- I strongly believe that______because...
- I agree/disagree with______because...
- A further example is________because....
- According to the text....
- I noticed that....
- To add to_______response...
- Could you please explain to me how...
Initiate Further Questioning

Prompt students to further explain answers:
• Why do you think this?
• What made you say that?
• Where did you find your answer?
• What does this make you think of?
• What connections can you make?

English Learners and Low Language Students

When Oral Language is Limited…
• Practice sequencing parts of the day (with pictures and word cards)
• Ask questions on general knowledge in addition to class content
• Do phrase completion activities: verbs, nouns, and phrases
• Emphasize common idioms and nonliteral language phrases
• Have topical conversations (describe a topic with word bank)
• Interview classmates using general, common questions
• Use picture cards for new vocabulary and synonyms
• Engage in contingent vocabulary activities
• Set conversation rules
Academic vs. Informal Language

Why Should We Promote Academic Language?

“Academic language is a language used in a school context. It’s the language of a text. It’s a language of prestige and power in the United States. And those who have acquired academic language tend to go on and become very successful in academic settings.”

-Robin Scarcella, Ph.D., University of California Irvine Campus
Tips to Promote Academic Language

• Give explicit instruction on **vocabulary** and **syntax**
• Teach **difference** between academic and informal language
• Provide **opportunities** for social interaction and discussion using academic language
• **Child-directed speech** (*listen to what is stated and respond in academic talk or a slightly higher level*)
• Encourage the use of **complete sentences**
• **Call and response** techniques
• **Model** academic language during instruction
• Work with **parents** to break the stigma

Video: 30-Second Conversation
Real Talk: Language and Stereotypes

At your table discuss…

• What stereotypes are commonly associated with certain dialects?
• Have you ever judged someone by the way they speak (positively or negatively)?

A Note on Informal Language…

“Students come to you speaking the language they are loved in.” –Louisa Moats
So...What Can You Do?

- Teach and encourage students to **code switch** (speaking specific dialects for certain situations)
- Be **RESPECTFUL**: informal (and limited) language isn’t meant to be put down, students just need to know when to not use it
- Avoid telling someone that he or she speaks “poorly” or “wrong”
Phonological Awareness, Phonics, and Fluency

Why?

• Helps students recognize words that enter the orthographic and phonological processors (which then tap into the meaning and context processors)
• Primes students’ phonology
• Teaches students when to place stress on words (morphology vs. morphological)
• Develops prosody and expression in fluency

How?

• Nursery rhymes, poetry, and music
• Phoneme games (chaining, manipulation)
• Compound word games (chaining, manipulation)
• Alliteration games and activities
• Fluency “Silly Voices” game
• Modeling correct prosody, accented syllables of words in fluent reading
Let’s Practice: Linking Sounds

1. 1st person will say a word
2. 2nd person will say a word that begins with the final sound of 1st person’s word
3. Repeat around the table

Note: This can also be done with compound words!

Let’s Practice: Silly Voice Game (Fluency)

1. Pick a card
2. Read the type of voice listed
3. As a table, chorally read the passage orally in the voice noted on the dice
4. Repeat with a new silly voice, if time allows
**Turn and Talk**

**Think about it:** How is oral language related to the four-part processor?

![Four-Part Processing Model for Word Recognition](image)

**Oral Language:**

**Vocabulary**
**Vocabulary and Oral Language**

**Why?**
- Builds command of language: children learn thousands of new words each year
- Assists children in understanding relationships of words
- Helps children recognize words in context
- Exposes children to unusual, rare, and formal vocabulary words (Tier II words)

**How?**
- 30-second conversations
- “See, Think, Wonder”
- Physical Select & Connect
- Word wall games
- Picture cards
- Use of synonyms and shades of meaning
- Context clue discussions
- Background knowledge
- Morphology
- Vocabulary Triangle
Let’s Practice: Oral Vocabulary Triangle

1. Get in a group of three and stand in a triangle formation
2. Each person will receive a vocabulary index card
3. One at a time, each person will create a sentence using his or her own word and the vocabulary word on his or her right side of the triangle
4. If time allows: after each person has come up with a sentence, the group will come up with a sentence using all three vocabulary words

Let’s Practice: See, Think, Wonder

At your tables, take a few minutes to practice!

- See: Surface level (literal)
- Think: What do you think? (infer)
- Wonder: What questions do you have?
Turn and Talk

How might you approach instruction differently as a coach, with oral language development in mind?

Oral Language: Comprehension
Comprehension and Oral Language

Why?

- Reading is NOT natural: we do not learn to speak from print
- Verbal reasoning is connected to making inferences in text
- Comprehension begins at the oral level
- Helps students synthesize and think critically about text
- Sentence-level comprehension is strongly related to oral language development

How?

- Literature circles
- Cooperative learning activities: Show Down, Numbered Heads Together, Three-Part Interview, Quiz, Quiz, Trade
- Explanation of student-made graphic organizers
- Check-In’s after daily lesson (What did you learn? Tell a partner)
- “Say, Mean, Matter”
Say, Mean, Matter

- Used to extend verbal reasoning when citing evidence in the text
- Helps students explain what the texts says, what it means, and why it matters
- Can be used for both comprehension and writing

Example Question: Why are avalanches dramatic events?

<table>
<thead>
<tr>
<th>Say</th>
<th>Mean</th>
<th>Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the text say?</strong> (Text-evidence)</td>
<td><strong>What does this mean?</strong> “Read between the lines”</td>
<td><strong>Why is it important? Why does it matter?</strong></td>
</tr>
<tr>
<td>Avalanches can move up to 80 miles an hour very quickly</td>
<td>Avalanches begin quickly and the snow and ice move down the mountain with great speed</td>
<td>This shows how avalanches are dangerous, because when the snow and ice moves that fast, it can cause a lot of damage</td>
</tr>
</tbody>
</table>

Let’s Practice! “Three-Part Interview”

1. Get into groups of three
2. Person A will be the interviewer and ask the question
3. Person B will be the interviewee and answer the question
4. Person C will be the recorder and will summarize the “interview” after the question is asked
5. After the question has been answered, rotate roles
Turn and Talk

In the format of *Numbered Heads Together*....

1. Each table member will be assigned a number

2. Discuss one way you will work with your teachers to implement oral language strategies into their comprehension lessons

3. Be prepared to share out (Note: you will not know which number will be called to answer)

---

Oral Language:

Writing
Oral Language and Writing

Why?
• We learn to write based on how we speak
• Enhances listening and reading comprehension
• Transfers receptive language and expressive language to paper
• Improves use and understanding of semantics and syntax
• Encourages use of rare vocabulary

Oral Language and Writing

How?
• Oral story-telling
• Pre-writing: planning partners
• “Write-Around”
• News reporter (report their writing)
• “Stronger and Clearer Each Time”
• “Say, Mean, Matter”
• Informal versus formal sorting activities
• Revising and editing partners
Let’s Practice: “Stronger and Clearer Each Time”

1. Find a partner
2. Partner #1 states a sentence (i.e., *The dog is outside*)
3. Partner #2 asks a question about the sentence inquiring detail (*What does the dog look like?*)
4. Partner #1 repeats the sentence, adding in the detail (*The white dog is outside*)
5. After both partners have a turn, find a new partner
6. State your new sentence to a new partner
7. New partner asks a question (the process repeats)

Think-Pair-Share!

*Find a new partner and discuss the following:*

- What was your *initial* sentence?
- What was your *final* sentence after the activity?
- Why is oral language important for writing?
Oral Language: Engaging with Parents

Oral Language and Parent Engagement

Why?

• Working class and lower-income families tend to use more directives with children (less opportunities for two-way dialogue among adults and children)
• Parents engaging with their children can make a huge impact on language development
Oral Language and Parent Engagement

What can we tell our schools and teachers?
- Send home weekly conversation topics and norms
- Push parents to discuss contingent vocabulary words
- Promote two-way dialogue as opposed to directives
- Provide semantic support
- Encourage pretend play at home

Oral Language: Final Takeaways
- Don’t assume that students or teachers have strong oral language
- Model the language you expect of teachers and students
- Be ready to teach the BASICS regarding conversation norms, basic vocabulary words, and sentence structure
- Find a balance between academic and informal language
- The more students speak, the BETTER their language and reading comprehension will be

PRACTICE! PRACTICE! PRACTICE!
Exit Ticket

• At your table, take turns rolling the provided cube to get a question
• The person who rolls the cube must share their answer to the question with the group
• Continue until everyone has a turn
• Be prepared to share out

Any Questions?

THIS IS THE END OF THE PRESENTATION
ANY QUESTIONS?
IF NOT, JUST CLAP!
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!

References


Contact Information

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