

Something to Talk About

Building Oral Language



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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Early Childhood



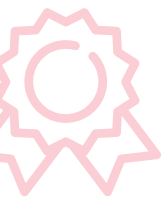
VISION

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



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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



Thinking and Feedback

4



Looking



Noticing



Listening



Wondering

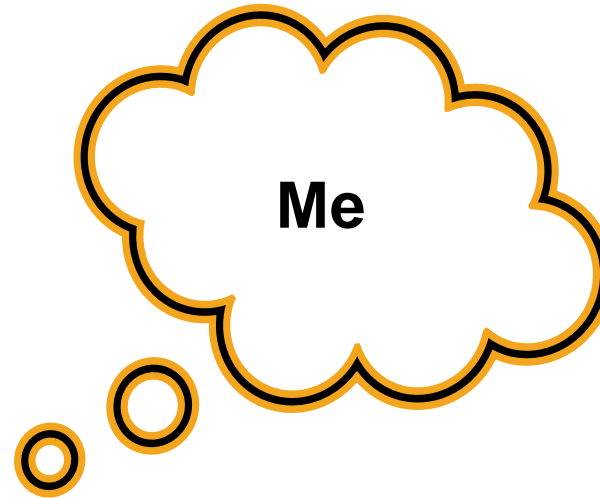
**Inspiring
take aways**

Oral Language :

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Why is it important and how do I teach it?





Why is Oral Language Important?

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Children's oral language, cognitive, and social development is more advanced depending on how **often** you have conversations with children and the **quality** of those conversations.



High-Quality Conversations

- Ask thought-provoking questions.
- Respond meaningfully to children's words.
- Give your full attention to children.
- Talk often with children using a positive tone of voice.



Effective Teaching Strategies

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Free play and play-based interactions with teacher scaffolding should be a daily part of every preschool classroom

Encourage student talk and conversation throughout the day



Scaffolds for Play-Based Interactions

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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.

C: "She paint."

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



How Would You Recast or Expand?

11



How to Implement Multi-turn Conversations?

12



Make conversation a priority



Consider language goals



Listen actively by:

- Building on children's statements
- Commenting on ongoing activities
- Asking open-ended questions



1. In pairs, have a one-minute conversation about a topic in which you both are interested.
2. Make a tally mark each time you say something.
3. After one minute, count your tally marks.
 - How many turns did you have?
 - What did you say and do to keep the conversation going on the same topic?
 - What could you have said to extend the conversation on the same topic?



Interactive Read-Aloud

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- Intentional use of concrete and abstract comments and questions to facilitate a discussion while reading quality literature.
- Use with any group size.
- Provide multiple opportunities for children to engage in conversation.
- Read the same book more than once to extend the conversation and increase child participation (Book is only read cover to cover during first read)



Three Steps for Interactive Reading

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1. Select a book
 - Consider instructional goals, theme, network of words vocabulary, 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.



1

Orientation

(cover to cover)

- Read fluently
- Highlight vocabulary (briefly)

2

Reconstruction

(NOT cover to cover)

- Retell main events
- Relate to own life
- Use vocabulary

3

Chime-In

(NOT cover to cover)

- Recall events and characters
- Use vocabulary

4

Act Out

(NOT cover to cover)

- Recall main events
- Explore character emotions

Thinking and Feedback

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I noticed....

I wonder....

Inspiring ideas....



- The Institute of Education Sciences: Regional Education Laboratory
Southeast Professional Learning community: Emergent Literacy
<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4647>
- Boston Public Schools: Department of Early Childhood
<https://www.bpsearlylearning.org/focus-on-k0-k1>
- Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children
<https://mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Early%20Childhood/Early%20Childhood%20Early%20Learning%20Guidelines%203's%20%204's%202018%20FINAL%20with%20no%20mark-ups.pdf>
- Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
<https://mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf>





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