

# ORAL LANGUAGE DEVELOPMENT

**Kindergarten - Grade 3**

## Greeting: Hi - Definition

1. Each participant will be handed a card with a descriptive word or a sentence using the word.
2. Then mingle, and find the participant with the matching card.
3. When you find your match, greet each other with a friendly “Hello!” and then sit down to decode the meaning of your word by using the context clues in the sentence.
4. Now talk about how you might use this in your classroom to enriched vocabulary.
5. Return to seats when finished.

**Greeting!!!**

# The St. Johnsbury School

## St. Johnsbury, Vermont



Pre K - 8  
680 Students  
64.50 % Free/Reduced  
State Average: 42.50 %

St. Johnsbury Population: 7,600  
Median Household Income: \$33,100  
State: \$54,900

# FIRST SCHOOL

Race to the Top - What does that mean?

Edusnap and CLASS

VELS - Vermont Early Learning Standards - Birth to Grade 3 -  
Uses the Common Core.

First School - What is this? And why is it helpful?

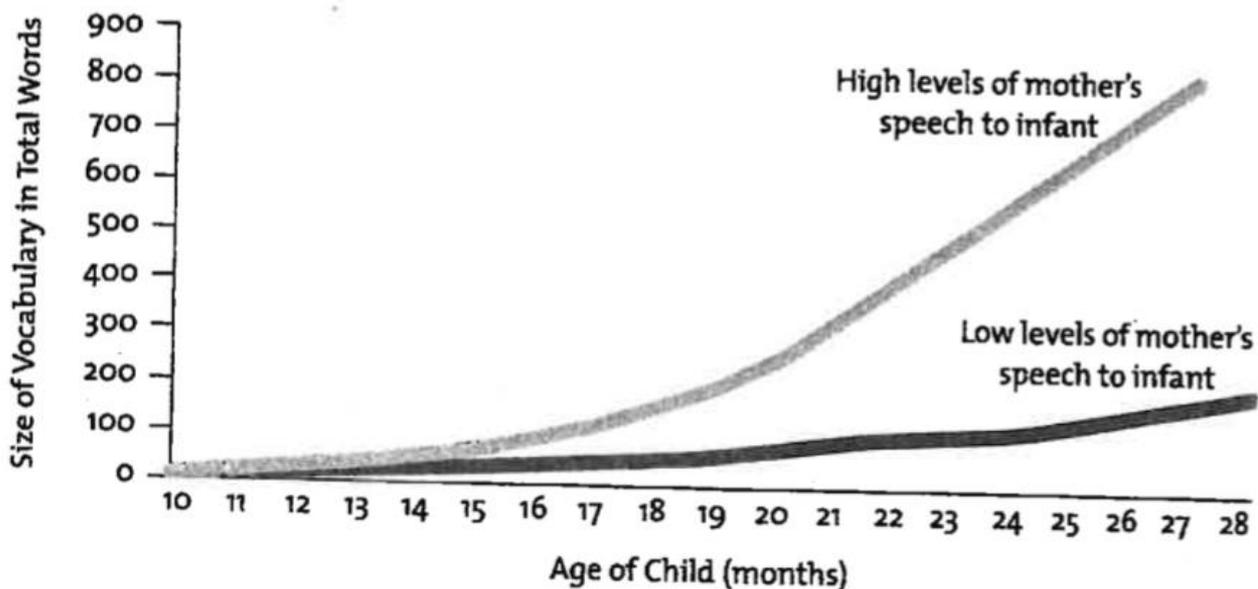
# FROM TEACHING WITH POVERTY IN MIND - ERIC JENSEN

THE QUALITY, QUANTITY, AND CONTEXT OF PARENTS' SPEECH MATTER A GREAT DEAL (HOFF, 2003).

CHILDREN'S VOCABULARY IS INFLUENCED BY MOTHER'S SOCIO-DEMOGRAPHIC CHARACTERISTICS, PERSONAL CHARACTERISTICS, VOCABULARY, AND KNOWLEDGE OF CHILD DEVELOPMENT (BORNSTEIN, HAYNES, & PAINTER, 1998).

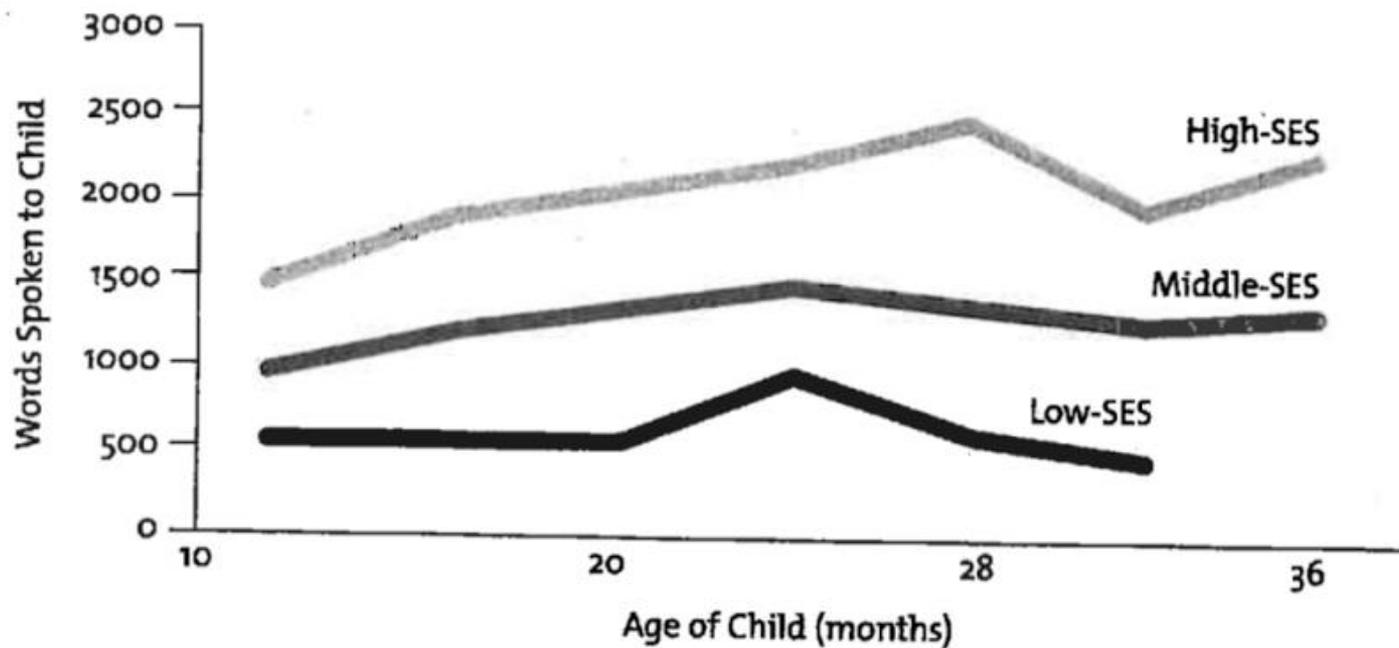
BY THE TIME CHILDREN ARE SCHOOL-AGED THEY WILL HAVE BEEN EXPOSED TO 5 MILLION WORDS AND SHOULD KNOW ABOUT 13,000 OF THEM (HUTTENLOCHER, 1998).

## 2.7 Talking to Infants: The Cumulative Effects of Mother's Speech on Vocabulary of 2-Year-Olds



Source: Adapted from "Early Vocabulary Growth: Relation to Language Input and Gender," by J. Huttenlocher, W. Haight, A. Bryk, M. Seltzer, and R. Lyons, 1991, *Developmental Psychology*, 27(2), pp. 236-248.

## 2.8 Daily Parent-Child Speech Interactions



Source: Adapted from *Meaningful Differences in the Everyday Experiences of Young American Children*, by B. Hart and T. Risley, 1995, Baltimore: Brookes Publishing.



“READING AND  
WRITING FLOAT ON A  
SEA OF TALK.”

JAMES BRITTON

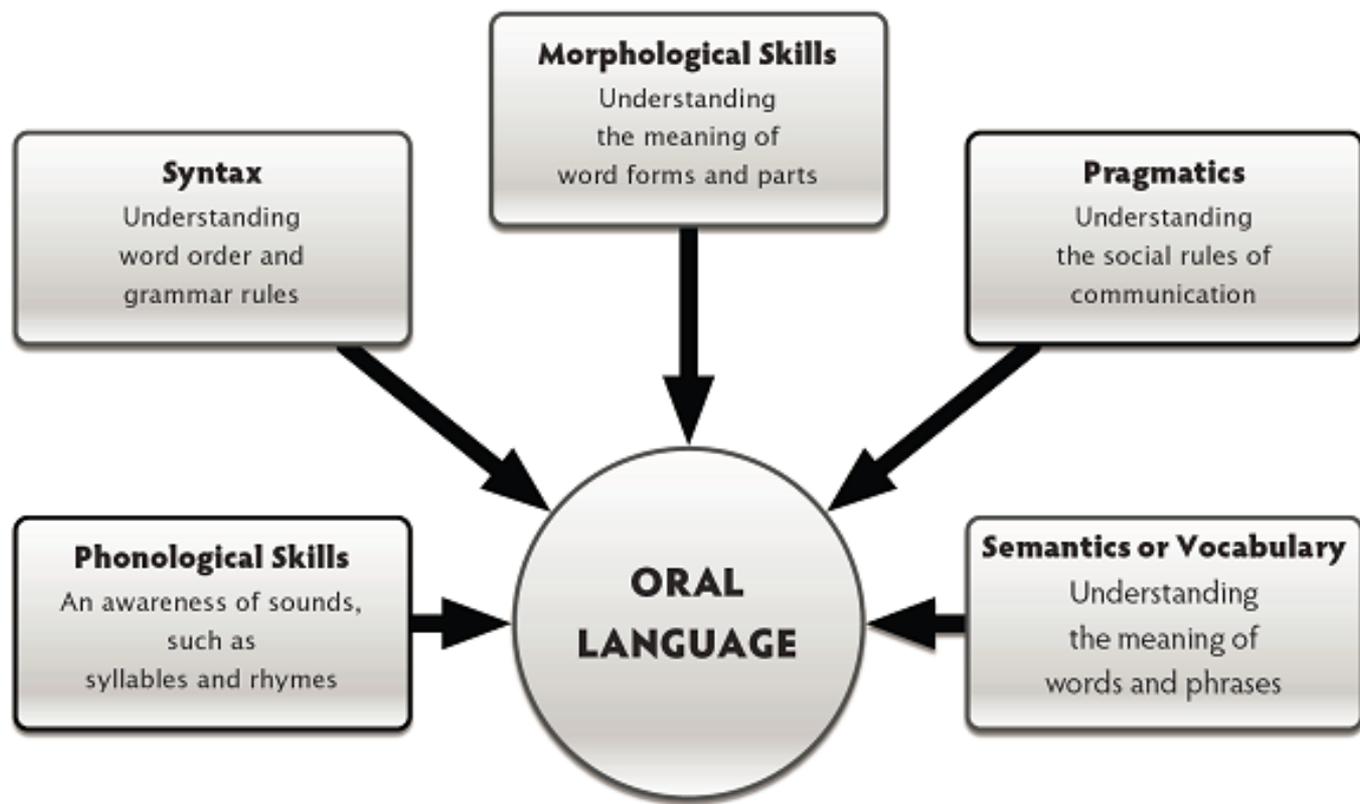
“THE LIMITS OF YOUR  
LANGUAGE ARE THE  
LIMITS OF YOUR  
WORLD.”

LUDWIG WITTGENSTEIN

# ORAL LANGUAGE

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing oral language, then, means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing.

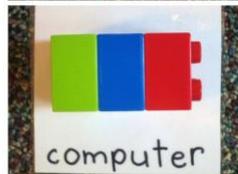
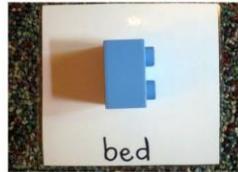
Oral language is made up of at least five key components (Moats 2010): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as *semantics*). All of these components of oral language are necessary to communicate and learn through conversation and spoken interaction, but there are important distinctions among them that have implications for literacy instruction.



**Figure 2.1** Components of Oral Language

# PHONOLOGICAL SKILLS

A student's *phonological skills* are those that give her an awareness of the sounds of language, such as the sounds of syllables and rhymes (Armbruster, Lehr, and Osborne 2001).



## RHYMING RIDDLES

You sleep in me and I rhyme with sled.  
I am an animal that can hop and rhyme with log.  
You need me to eat and I rhyme with moon.  
You wear me on your head and I rhyme with cat.

I say "oink" and rhyme with wig.  
I light up the sky and rhyme with fun.  
I say "quack" and I rhyme with truck.

I am red, white, and blue and rhyme with bag.  
You can fly me in the sky and I rhyme with white.  
You have ten of these and they rhyme with rose.  
I fall from the sky when it's cold and rhyme with glow.

I soar fast through the sky and rhyme with wet.

# SIMPLE PHONEMIC GREETINGS OR ACTIVITIES TO BE DONE IN MEETING FROM RESPONSIVE CLASSROOM

## Activity: Syllable Drama

**Greeting: Hickety Pickety Bumble Bee**

Post the chant and read it aloud for students.

Hickety Pickety Bumble Bee

Won't you say your name for me?

Let's all say it.

Let's all clap it.

1. Introduce activity: Our activity has a lot of movement, so you'll need to show self-control. Stay in your spots and move your hands and feet in safe ways, just as we've talked about and practiced.
2. State a verb and have the class clap out syllables and then act out verbs.

### 1 syllable

Jump, jog,  
dance, march,  
bow, waltz, hop,  
stroll, drive,  
sway, freeze,  
tap, strut

### 2 syllable

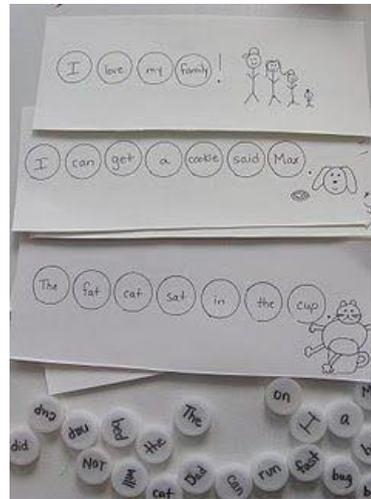
Wiggle, gallop,  
curtsey, giggle,  
shuffle, tiptoe,  
waddle, zigzag,  
moonwalk,  
balance, dribble,  
saunter

### 3 syllables

Exercise,  
meander,  
concentrate,  
celebrate, irritate,  
decorate,  
unfasten

# SYNTAX

*Syntax* refers to an understanding of word order and grammatical rules (Cain 2007; Nation and Snowling 2000).





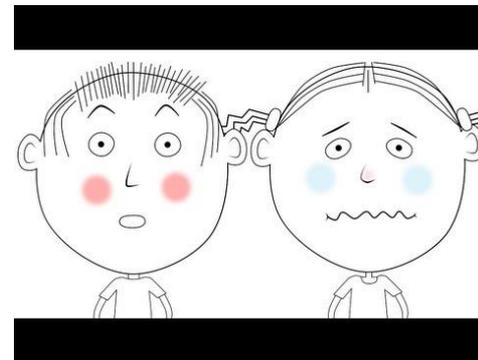
# PRAGMATICS

*Pragmatics* refers to an understanding of the social rules of communication (Snow and Uccelli 2009). This includes what we say, how we say it, and our body language.



# SIMPLE PRAGMATIC GREETINGS OR ACTIVITIES TO BE DONE IN MEETING FROM SECOND STEP

Name  
that  
feeling



# VOCABULARY KNOWLEDGE

*Vocabulary knowledge*— is also a key part of oral language, not to mention comprehending and communicating using print (Beck, McKeown, and Kucan 2013; Ouellette 2006).

Vocabulary knowledge, also referred to as *semantic* knowledge, involves understanding the meanings of words and phrases (aka *receptive vocabulary*) and using those words and phrases to communicate effectively (aka *expressive vocabulary*).

## Teach the Meaning of Critical, Unknown Vocabulary Words

Children's vocabulary in the early grades related to reading comprehension in the upper grades. ☒

Preschool - Children's vocabulary correlated with reading comprehension in upper elementary school. (Tabors, 2001) ☒

Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998) ☒

First Grade - Orally tested vocabulary was a proficient predictor of reading comprehension ten years later. (Cunningham and Stanovich, 1997) ☒

Third Grade - Children with restricted vocabulary have declining comprehension scores in later elementary years. (Chall, Jacobs, & Baldwin, 1990)

# SIMPLE VOCABULARY GREETINGS OR ACTIVITIES TO BE DONE IN MEETING FROM RESPONSIVE CLASSROOM

## Greeting: Hi - Definition

1. Give each student a card on which you've written a vocab word or a sentence using the vocab word.
2. Students mingle, trying to find the student with the matching card.
3. When students find their match, they greet each other with a friendly "Hello!" and then sit down to decode the meaning of their word by using the context clues in the sentence.
4. Students explain their word and meaning. Sharing how they know.

## Activity : Say It!

1. Begin by saying one word, for example "tree"
2. The students to your right says he associates with the word tree, perhaps "brown."
3. The next students in the circle says a word she associates with the words brown, such as "chocolate."
4. Continue this pattern around the circle.
5. Invite observations from the class. What kind of words did we choose?

# CONTINUED...

## Activity: Shades to meaning

1. Introduce the group activity “Many words have similar meaning. For example ‘chilly’ and ‘freezing’ both mean cold, but they represent different degrees of cold. Today we are going to use our bodies to rank some words with similar meanings.”
2. Extend your hands out in front of you, horizontal to the ground. “This is the starting point for ranking words. For example, this is where we would put our hands to rank with word ‘cold’ - right in the middle. If the next word was colder we would move our hands closer to our feet,

if the next word was warmer, we will move our hands up.”

3. Say “freezing” and move your hands down towards your feet. Say “chilly” and move your hands up. Explain that it’s ok if people rank the words differently.

Flow, gush, flood, trickle

Run, race, zoom, speed

Small, itsy, bitsy, teeny, tiny

Quiet, silent, noiseless, hushed

Loud, earsplitting, noisy, booming

Large, enormous, gigantic, big

# What is Oral Language?

Information Sharing ☒

Telling Others How You  
Feel ☒

Advice ☒

Persuading Others ☒

Entertaining ☒

Sharing Ideas ☒

Remembering ☒

Reading First National Conference, 2008

IS IT POSSIBLE FOR TEACHERS TO DESIGN INSTRUCTION  
THAT WILL CLOSE THE LANGUAGE EXPERIENCE GAP?

YES!

TEACHERS CAN BE INSTRUMENTAL IN CLOSING THE  
LANGUAGE EXPERIENCE GAP. STUDENTS WHO STRUGGLE  
WITH A LANGUAGE DEFICIT WILL NEED MANY LANGUAGE-  
RICH EXPERIENCES, AS WELL AS SYSTEMATIC AND EXPLICIT  
INSTRUCTION TO HELP THEM CATCH UP TO THEIR MORE  
VERBAL PEERS!

# KINDERGARTEN

## Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions
  - b. Continue a conversations through multiple exchange
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions (more).
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Presentation of Knowledge and Ideas.

Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

Add drawings or other visual displays to describe additional details.

Speak audibly and express thoughts, feelings, and ideas clearly.

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# KINDERGARTEN

## Conventions of the English Language

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Use frequently occurring nouns and verbs.

Form regular plural nouns orally by adding /s/ or /es/

Understands and uses question words.

Use the most frequently occurring prepositions (e.g., to, from, in).

## Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).
- b. Use frequently occurring inflections and affixes.

With guidance and support, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories to gain sense of the concepts they represent
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them.
- c. Identify real-life connections between words and their use.
- d. Distinguish shades of meaning among verbs describing the same general action, by acting out.



# FIRST GRADE

## Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about **grade 1** topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions
  - b. Build on others' talk in conversations by responding to the comments of other through multiple exchange.**
  - c. Ask questions to clear up any confusion about a topic and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something.

## Presentation of Knowledge and Ideas.

Describe people, places, things, and events **with relevant details, expressing ideas and feelings clearly.**

Add drawings or other visual displays **to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

**Produce complete sentences when appropriate to task and situation.**

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# FIRST GRADE

## Conventions of the English Language

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Use common, proper, and possessive nouns.**

**Use singular and plural nouns with matching verbs in a sentence.**

**Use personal, possessive, and indefinite pronouns (I, me, my)**

**Use verbs to convey a sense of past, present, and future.**

**Use frequently occurring adj.**

## Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 1** reading and content.

- a. Use sentence level context as a clue to the meaning of a word or phrase.**
- b. Use frequently occurring affixes as a clue to the meaning of a word.**
- c. Use frequently occurring inflections and affixes.

With guidance and support, explore word relationships and nuances in word meanings.

- a. Sort **words** into categories to gain sense of the concepts they represent
- b. Define words by category and by one or more key attributes.**
- c. Identify Real-life connections between words and their uses.
- d. Distinguish shades of meaning among verbs



# SECOND GRADE

## Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about **grade 2** topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions
  - b. Build on others' talk in conversations by **linking their comments to remarks of others.**
  - c. **Ask for clarification and further explanation as needed.**
2. **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
3. Ask and answer questions about what a speaker says in order to **clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

## Presentation of Knowledge and Ideas.

**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences.**

**Produce complete sentences when appropriate to task and situation.**



# THIRD GRADE

## Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Presentation of Knowledge and Ideas.

**Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**

**Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

**Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.**



- ALWAYS PERUSE THE BOOK BEFORE READING IT ALOUD TO YOUR STUDENTS.
  - SELECT THE WORDS YOU WANT CHILDREN TO LEARN.
- READ THE BOOK ALOUD – THE FIRST READING SHOULD HAVE MINIMAL INTERRUPTIONS.
- DURING THE SECOND READING INTERRUPT YOUR READING TO EXPLAIN THE MEANING OF TARGETED WORDS.
  - THE TEACHER-STUDENT TALK THAT SURROUNDS A READ ALOUD IS VALUABLE

## **Supporting Oral Language Development and Vocabulary Growth Through Read-Alouds**

## BENEFICIAL TO ELL STUDENTS: □

- AIDS IN DEVELOPMENT OF SOCIAL AND ACADEMIC LANGUAGE. □
  - INCREASES VOCABULARY. □
- TEACHES STUDENTS TO DETERMINE BETWEEN IMPORTANT AND UNIMPORTANT POINTS ABOUT THE TEXT.
  - ESPECIALLY IMPORTANT INSTRUCTIONAL STRATEGIES FOR ELL STUDENTS DURING READ ALOUD:
    - USE OF BACKGROUND KNOWLEDGE WILL SUPPORT COMPREHENSION AND VOCABULARY RETENTION. □
- USE OF WORDS STUDENTS ARE ALREADY FAMILIAR WITH TO DEFINE NEW WORDS (FAST-MAPPING & PRE-TEACHING CRITICAL VOCABULARY) □
- HIGH RISK (HR): THESE STUDENTS HAVE NOT LEARNED MANY OF THE PREREQUISITE SKILLS ASSUMED BY THE GRADE LEVEL COMPREHENSIVE READING PROGRAM.

## **ELL Students and Reading Aloud**

## CHILDREN WILL TALK MORE IF WE... □

- WAIT A FEW SECONDS BEFORE WE REPLY TO WHAT THEY SAY. □
- LOOK AT THEIR FACES □ SHOW YOU ARE LISTENING □
- TALK ABOUT WHAT THEY WANT TO TALK ABOUT □
- TALK ABOUT WHAT THEY ARE DOING □
- USE NEW WORDS (EXCURSION, EXPEDITION) □
- REPEAT NEW WORDS OFTEN □
- AVOID INTERRUPTING THEM □ AVOID CHANGING TOPICS QUICKLY

# RESPONSIVE CLASSROOM: FOUR KEY DOMAINS

## Engaging Academics

Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

## Positive Community

Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.

## Effective Management

Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

## Developmental Awareness

Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

# THE CLASSROOM ENVIRONMENT

Furniture

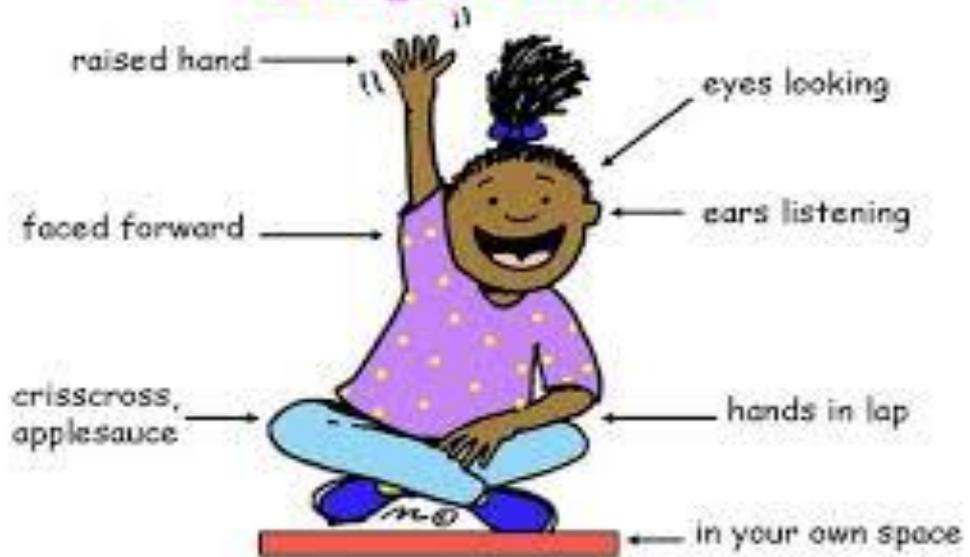
Learning Materials

Learning Areas

Displays of work

Anchor charts

What does **carpet time** look like?



# A List of Sites(Resources) That Help Develop Oral Language

<http://www.education.com/reference/article/strategies-language-learning/>

This is a great article about how parents/teachers/caregivers can interact with children at a young age. This might be a great article to send home to parents.

<http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom>

Reading rocket has a lot of information and activities specifically around oral language development. This specific site talks about phonemic activities for preschoolers and elementary students.

<http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=syntax&andor=and&source=&sortBy=element>

This resource has many activities around syntax.

<http://www.literacyconnections.com/orallanguage-php/>

This resource is around oral language activities and strategies, that get students read

<https://www.teachingchannel.org/videos/build-language-skills-through-the-arts-getty>

<https://www.teachingchannel.org/videos/middle-school-vocabulary-development>

These are two teaching channel videos around vocabulary. They are done with older students with ELL in mind, but there is a lot of great information and ideas for second and third grade, even first.

[Linking Language: Simple Language and Literac... \(Kindle Edition\)](#) by [Robert Rockwell](#), [Debra Hoge](#)

This is a great book, with a lot of great oral language activities. These activities could be done whole group and/or in small groups combined with reading as well. There is a Kindle edition on Amazon

# RHYMING BOOKS

A List of books that cover vocabulary, as well as, rhyming.

Herd of Cows! Flock of Sheep! (Collective Nouns)

Suddenly Alligator(Adverbs)

Bullfrog Pops! (Verbs and Direct Objects)

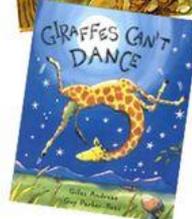
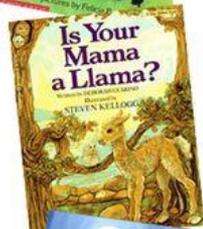
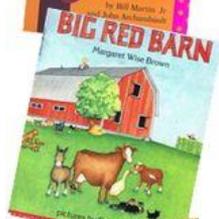
Around the House the Fox Chased the Mouse(Prepositions)

Once There Was a Bull (Frog) (Compound Words)

Pig Pigger Piggest (Comparing)

Why the Banana Split (Idioms)

Just Me and 6,000 Rats (Conjunctions)



There's a Wocket in My Pocket

Sheep in a Jeep

Moose on the Loose

Chicka Chicka Boom Boom

Jamberry

Mouse Mess

The Hungry Thing

Each Peach Pear Plum

Is Your Mama a Llama?

The Big Red Barn

Green Eggs & Ham

Giraffes Can't Dance

Trashy Town

The Gruffalo

Brown Bear, Brown Bear

Hush Little Alien

Bear Snores On!

Horton Hears a Who

The Seven Silly Eaters

"I Can't!" Said the Ant

'Twas the Night Before Thanksgiving

