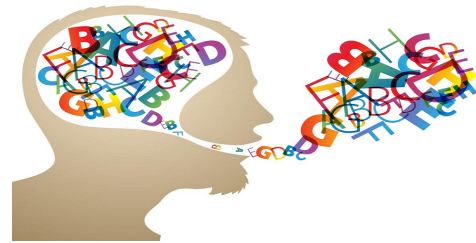


# Assisting Struggles with Speech Articulation

*Using Sound Walls in Classrooms*

Fall 2019



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

**Natalie Breithaupt**

Literacy Coach

[nbreithaupt@mdek12.org](mailto:nbreithaupt@mdek12.org)

**Jennifer West**

Regional Literacy Coordinator

[Jennifer.west@mdek12.org](mailto:Jennifer.west@mdek12.org)

## 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



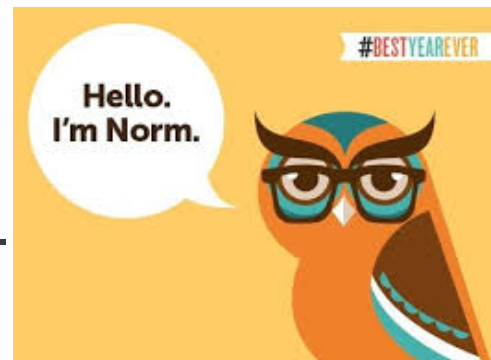
MISSISSIPPI  
DEPARTMENT OF  
EDUCATION  
Ensuring a bright future for every child

## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020



## 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."

## 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

p, d, m, w, h, n	2 years old
t, b, k, g	3 years old
f, v, y	4 to 5 years old
s, z, j, l, r, sh, ch, th, blends	5 to 7 years old



Source: SuperDuperInc.com

## Age-Appropriate Errors

Age	Initial Sound	Medial Sound	Final Sound
2 years	/b/ /d/ /h/ /m/ /n/ /p/	/b/ /m/ /n/	/m/ /p/
3 years	/t/ /g/ /k/ /t/ /w/	/t/ /g/ /k/ ng /p/ /t/	/b/ /d/ /g/ /k/ /n/ /t/
4 years	/kw/	/d/	/t/
5 years	ch j /l/ /s/ sh y /bl/	ch j /l/ /s/ sh /z/	/l/ ng ch j /s/ sh /r/ /v/ /z/
6 years	/r/ /v/ /br/ /dr/ /fl/ /fr/ /gl/ /gr/ /kl/ /kr/ /pl/ /st/ /tr/	/r/ /v/	
7 years	/z/ /sl/ /sp/ /sw/ th	th	th



## 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.



21

## 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.



22

## 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>)
- Reading and repeating tongue twisters with the targeted sound
- Implementing alliteration activities with the targeted sound

## Activities in the classroom



### 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.

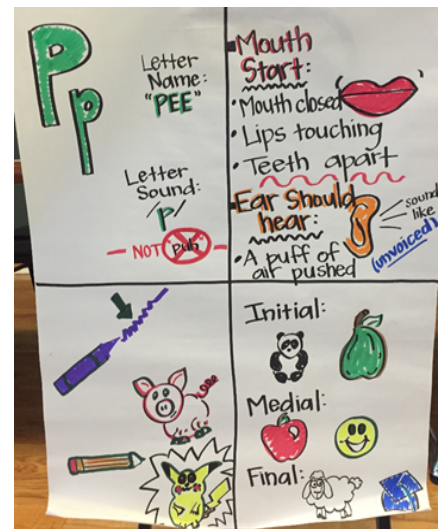


## Activities in the classroom

### 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

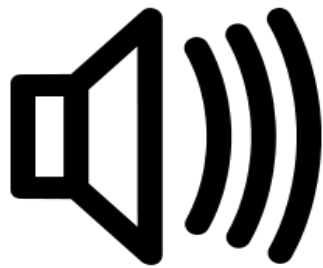
### Support articulation carryover

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.

## What are sound walls?



## 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.



## References

- Mommyspeechtherapy.com
- SuperDuperInc.com
- Tools4Reading.com

## 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](http://strongreadersms.com) for more information!



## Contact Information

Natalie Breithaupt  
Literacy Coach  
[nbreithaupt@mdek12.org](mailto:nbreithaupt@mdek12.org)

Jennifer West  
Regional Literacy Coordinator  
[Jennifer.west@mdek12.org](mailto:Jennifer.west@mdek12.org)



# Constructing a Firm Foundation

Filling Foundational Gaps  
in Tier I Instruction



June 2019

**Cynthia Courtney**  
Literacy Coach  
[ccourtney@mdek12.org](mailto:ccourtney@mdek12.org)

**Amanda Malone**  
Literacy Coach  
[amalone@mdek12.org](mailto:amalone@mdek12.org)

**Joann Mestayer**  
Literacy Coach  
[joann.mestayer@mdek12.org](mailto:joann.mestayer@mdek12.org)



# 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

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

In this session, we will explore:

- The Reading Universe grid
- Concepts of print, phonological awareness, & phonemic awareness
- Screening data
- Teacher-led reading centers




# The Reading Universe



# The Reading Universe

The Reading Universe™  
Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction


ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative						
Simple View of Reading*	DECODING		LANGUAGE	READING COMPREHENSION		
CONCEPTS OF PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Understanding that written language represents meaningful oral language and that books and print have structure.	Having the ability to recognize and manipulate sounds of sound in language (without print).	Understanding the systematic, predictable relationship between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
<b>Basic Book Parts</b> front and back covers, title, author, illustration, spine, title page	<b>Syllables</b> blend, segment, isolate, manipulate (delete, add, substitute)	<b>Alphabetic Principle</b> letter name/letter sound association	<b>Accuracy</b> words read correctly	<b>Receptive Language</b> understand verbal, nonverbal, and written communication.	<b>Levels of Understanding</b> literal, inferential, propositional	
<b>Directionality</b> left to right, top to bottom and left-to-right, identify the first/last word, tracking, return sweep	<b>Onset and Rime</b> identify, blend, segment, recognize and produce rhyming words	<b>Regularly Spelled High Frequency Words</b> Regularly spelled high frequency words are taught in the phonics scope and sequence.	<b>Rate</b> pace of words read	<b>Expressive Language</b> produce meaning through verbal, nonverbal and written communication.	<b>Strategies of Critical Thinking</b> cognitive processes used to derive multiple dimensions of meaning from text	
<b>Print Structure</b> identify letter, word, and sentence, spaces between words, capitalization and punctuation	<b>Articulation</b> accurate oral production of sounds including consonants, stops, initials, initials, nasals, liquids, and glides	<b>Beginning Phonics</b> vo and cv words, consonant digraphs and irregular, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i. C-ignable words with short vowels	<b>Expression</b> phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	<b>Knowledge of Words</b> access prior knowledge, develop word consciousness, and explicitly teach new words	<b>Products of Comprehended Text</b> ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text	
<b>Text Features</b> page numbers, table of contents, illustration/graphics, chapter titles, headings, captions, labels, and diagrams	<b>Phonemic Awareness</b> isolate, identify, segment, blend, delete, manipulate (delete, add, substitute)	<b>Advanced Phonics</b> svoa, long vowel spelling patterns, vowel digraphs, hard and soft c and g, consonant digraphs, silent consonant (ck), dropping e to add vowel digraphs, devoicing	<b>Irregularly Spelled High Frequency Words</b> Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	<b>Morphology</b> meanings and origins of base words, roots, and affixes		
				<b>Spoken</b> system of rules governing word order in sentences		
				<b>Pragmatics</b> use of language in social context		
<b>EARLY WRITING / ENCODING</b>						
<b>STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit To Mastery, and Cumulative</b>						

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

SIMPLE VIEW of READING	DECODING			LANGUAGE COMPREHENSION		READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Basic Book Parts	Syllables	Alphabetic Principle	Accuracy	Receptive Language		Levels of Understanding
Directionality	Onset and Rime	Regularly Spelled High Frequency Words	Rate	Expressive Language		Strategies of Critical Thinking
Print Structure	Articulation	Beginning Phonics (Short Vowels)	Expression	Knowledge of Words		Products of Comprehended Text
Text Features	Phonemic Awareness	Advanced Phonics (Long Vowels, etc)	Irregularly Spelled High Frequency Words	Morphology		
				Syntax		
				Pragmatics		
EARLY WRITING & ENCODING-- COMING SOON						
STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative						



## 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

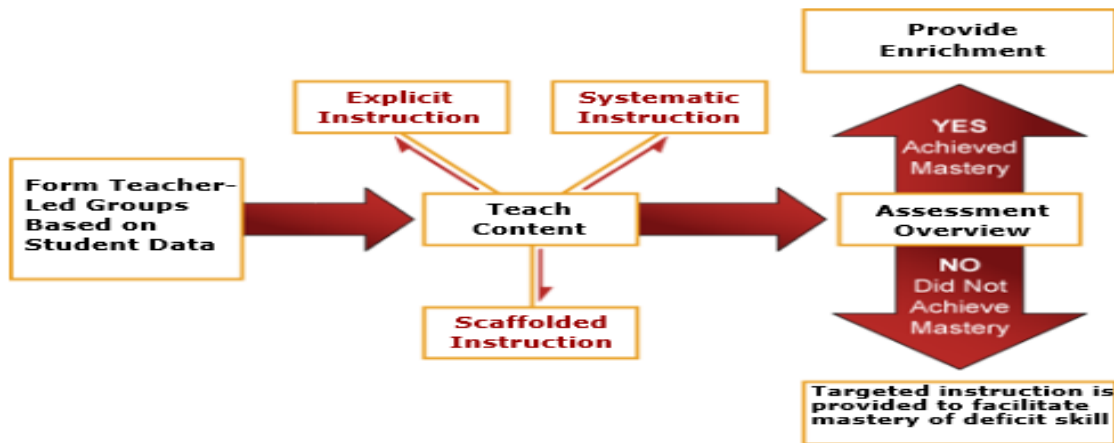


EVIDENCE BASED



## Tier 1 Instruction

### Elements of Effective Instruction



## 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 lessons.
- 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 students differ
- Teacher provides guided practice and modeling in learning new concepts through I do, we do, you do scaffolding



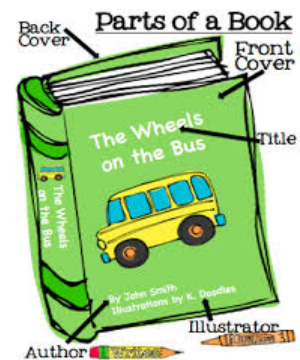
## Instruction

- 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

## 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



## 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 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.



This Photo by Unknown author is licensed under [CC BY-NC](#).



Barksdale Reading Institute

63

## 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

WHY?

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



Teaching Reading Sourcebook

64



## Phonological Awareness Skills Sequence

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



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

## Phonological Awareness: The How

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



Barksdale Reading Institute

## Phonological Awareness: Modeling at the Teacher Table

**I do, we do, you do method**

<b>Concept of Spoken Word</b>	<ul style="list-style-type: none"> <li>Utilize a story to read aloud</li> <li>Give students character shape as in story</li> <li>Read sentences from story to students and model how to move one character per word of sentence</li> <li>Continue with additional sentences</li> </ul>
<b>Rhyme</b>	<ul style="list-style-type: none"> <li>Rhyming rhymes: in small group begin a rhyme such as Old Mac Donald and have students fill in the last word</li> <li>Repeat activity by changing the last word to a new rhyming word</li> </ul>
<b>Syllable</b>	<ul style="list-style-type: none"> <li>Play Raceway:</li> <li>In groups, move cars for each syllable of a word and have teams blend together</li> <li>Move their car around the racetrack as they blend correctly</li> </ul>



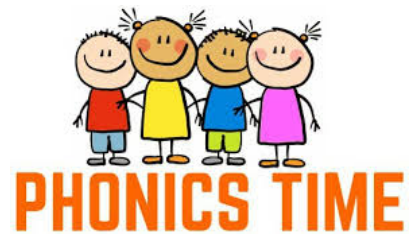
Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources

## Phonological Awareness: Modeling at the Teacher Table

<b>Phonemes</b>	<p><b>Fly Swatter Swat:</b></p> <ul style="list-style-type: none"> <li>Place various pictures in front of students</li> <li>Give each student a fly swatter</li> <li>Tell students that you are thinking of a word that begins with the same sound as a given word</li> <li>First student to swat the correct picture, moves it to his/her pile for a point</li> <li>Continue until all pictures have been used or several rounds played</li> <li>Student with the most picture cards wins</li> <li>Manipulate between initial, medial, and final sounds as they are taught</li> </ul>
<b>Phoneme Manipulation</b>	<p><b>Sound Swap:</b></p> <ul style="list-style-type: none"> <li>Give each student a sound box and a predetermined amount of manipulatives</li> <li>State word and move manipulatives for number of sounds</li> <li>Tell students to change a target sound to a different sound and then state word made</li> <li>Could also be done using pictures for a differentiated approach</li> </ul> <p>Fifty Nifty Activities by Judith Dodson</p>



# Phonics



# 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

## Phonics: What Shows Mastery in Area?

Alphabetic Principle	Regularly Spelled High Frequency Words	Beginning Phonics (short vowels)	Advanced Phonics (long vowels, etc.)
<ul style="list-style-type: none"> <li>Alphabet order</li> <li>Difference between vowels and consonants</li> <li>Upper and lowercase</li> <li>Different fonts</li> <li>Write letters in both cases</li> <li>Letter name and sound association</li> <li>Alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Spell words accurately</li> <li>Read words with automaticity and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and with automaticity decode and encode words</li> <li>Short Vowels</li> <li>Consonant Digraphs and Trigraphs</li> <li>Double Consonant</li> <li>Endings Blends</li> <li>1-1-1 Doubling Rule</li> <li>Inflectional Suffixes</li> <li>2-Syllable Words with Short Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Decode in context and in isolation</li> <li>Encode with accuracy</li> <li>Schwa</li> <li>Vowel-r</li> <li>Long</li> <li>Vowel Spelling Patterns                             <ol style="list-style-type: none"> <li>Vowel-Consonant-e</li> <li>Open syllables</li> <li>Vowel teams</li> </ol> </li> <li>Diphthongs</li> <li>Hard and Soft <i>c</i> and <i>g</i></li> <li>Consonant-le</li> <li>Silent Consonant Letters</li> <li>Dropping <i>e</i> to add Vowel Suffix</li> <li>Derivational Affixes</li> </ul>



## Phonics: Modeling at the Teacher Table

<p><b>I do, we do, you do method</b></p>	<p><b>Name That Sound</b></p>	<ul style="list-style-type: none"> <li>Teacher states word and asks for target sound in certain position</li> <li>Students locate the letter from the alphabet arc</li> <li>Students state the letter name and sound it makes</li> <li>Teacher and students can then sort words with the same positional sound and extend through creating additional words</li> </ul>
	<p><b>Tap It, Show It, Write It</b></p>	<ul style="list-style-type: none"> <li>Use words from current reading story</li> <li>Students tap out the sounds heard in the word</li> <li>Students pull down marker for each sound heard</li> <li>Students push markers up and write grapheme</li> <li>- Work toward no longer needing markers for sounds.</li> </ul>



# Phonics: Modeling at the Teacher Table

**I do, we do, you do method**

## Link Those Syllables

- Use words from current story/theme
- Divide the words into appropriate syllables, increasing the number of syllables for groups as needed
- Students work to build the syllables into words
- Students read the word in entirety
- Syllable division may be done/shown
- Students may sort by number of syllables or type

## Mystery Words (Word Building)

- Teacher may choose to manipulate word building cards or have students to. Progress as students gain understanding.
- Build words and manipulate sounds. Add new sounds as they are introduced.
- For Example:  
Bus---bug----bag----flag----flip



# Screening Data



# Screening Data

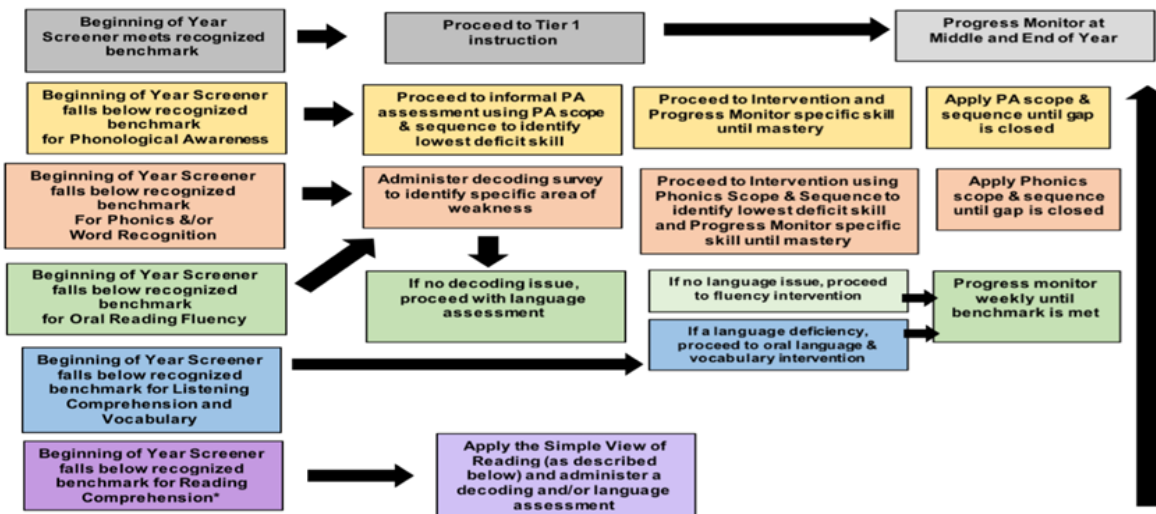
- Universal screener data should be used to guide Tier 1 instruction.
- The MDE has collaborated with the Mississippi Reading Panel to develop a guidebook to support purposeful interventions when a student is identified as “**at-risk**” on a Universal Screener. Visit <https://www.mdek12.org/OSA/USDA> 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.

K-3 | Finding the Right Starting Point for Reading Interventions  
**UNIVERSAL SCREENER**  
**COMPANION GUIDE**



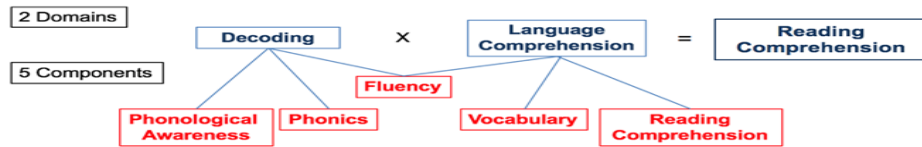
# Screening Data

How Screeners and Diagnostics Lead to Identification of the Lowest Deficit Skill



# 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



## 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?

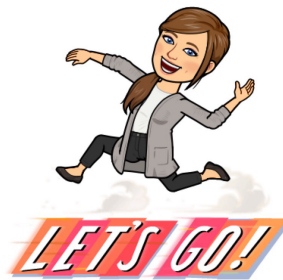
A teacher-led reading center can...

- 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>

## 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/> (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

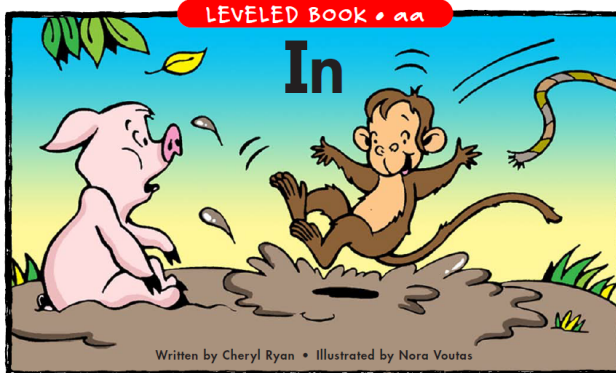
### Teacher-Led Reading Center Plan

Grade \_\_\_\_\_

Decodable/Leveled Reader Title: \_\_\_\_\_

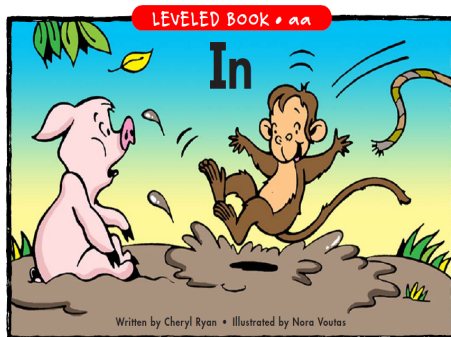
<b>Phonemic Awareness Skill Review</b> (5 min)
<b>Phonics Skill Practice</b> (10-12 min)
<b>Vocabulary</b> (5 min)
<b>Fluency Practice</b> (3-5 min)
<b>Comprehension</b> (5-7 min)

## Creating the Lesson



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

## The Phonemic Awareness Skill



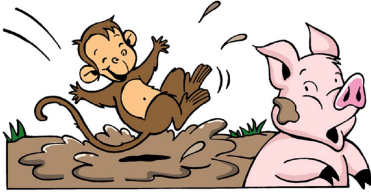
### Phonemic Awareness Skill Review

(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



In the mud.



In the wagon.

### 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



In the wagon.

4

### 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



In the boat.

In • Level aa

5

## 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.

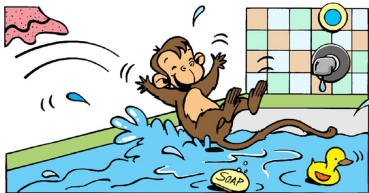
# The Comprehension



In the car.

In • Level aa

3



In the bathtub.

10

## 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.



95

## 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.



96

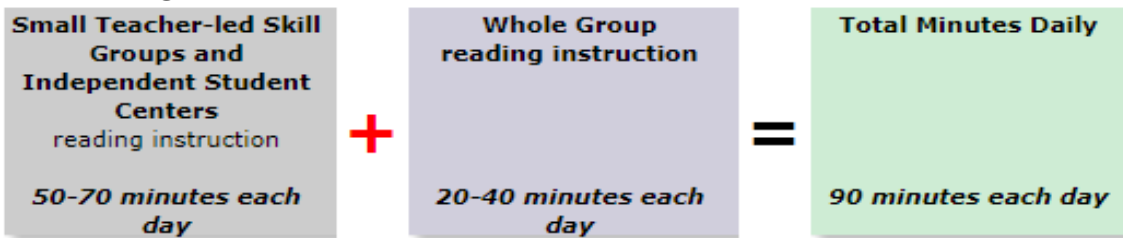


## Schedules



## 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.



# 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>

# Schedules

Instruction	Range of Time	Class Configuration	Examples of Teacher-Led Activities	Total Time	Frequency	Days	Activities				
Initial 90+ minutes daily	25-45 minutes	Whole Group	Work with Core Comprehensive Reading Program (CCRP)	45-65 minutes	Small Groups (Group 1-5***)		Group 1: segment sounds with Elkonin boxes				
			Phonemic Awareness <ul style="list-style-type: none"> <li>• Segmenting sounds</li> <li>• Blending sounds</li> </ul>		15-20 minutes*	M	T	W	Th	F	Group 2: word building with letters & pocket charts
			Phonics & Fluency <ul style="list-style-type: none"> <li>• Sound-letter relationships</li> <li>• Blending &amp; decodables</li> <li>• Dictation &amp; spelling</li> </ul>		Session 1	1	4	2	5	3	Group 3: review complex blending strategies
			Vocabulary & Comprehension <ul style="list-style-type: none"> <li>• Robust vocabulary instruction</li> <li>• Pre-reading strategies</li> <li>• During reading strategies</li> <li>• Post reading strategies</li> </ul>		Session 2	2	5	3	1	4	Group 4: reread the decodable book
					Session 3	3	5	4	2	5	Group 5: choral reading of a new poem
				Immediate Intensive Intervention 20 minutes	3x per week	M	T	W	Th	F	Work with Supplementary Reading Programs (SRPs)
						1		1		1	



## 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](http://strongreadersms.com) for more information!



## References

- <https://www.readinguniverse.org/>
- [www.scholastic.com](http://www.scholastic.com)
- <https://www.fcrr.org/>
- [MDE Screener Companion Guide](#)
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.explicitinstruction.org](http://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



103



---

Cynthia Courtney, Literacy Coach

[ccourtney@mdek12.org](mailto:ccourtney@mdek12.org)

Amanda Malone, Literacy Coach

[amalone@mdek12.org](mailto:amalone@mdek12.org)

Joann Mestayer, Literacy Coach

[joann.mestayer@mdek12.org](mailto:joann.mestayer@mdek12.org)

104

# Let's Talk about Talking!



*Increasing Oral Language in the Classroom*

Fall 2019



Ensuring a bright future for every child

MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

**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




Ensuring a bright future for every child

## 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



**Participate**



## 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



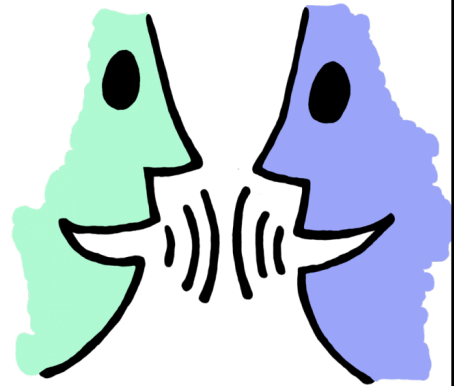
## Ice Breaker

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

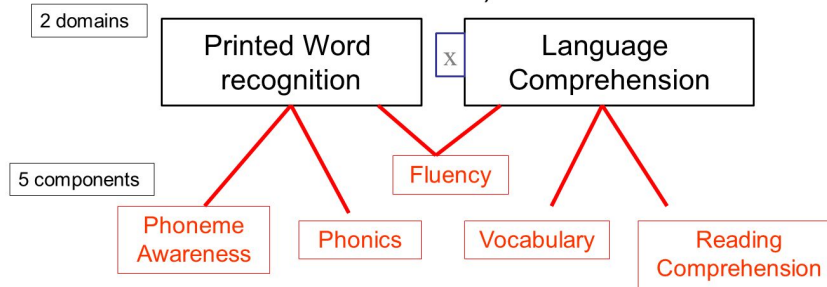




# Reading Comprehension Is An Equation

## Simple View of Reading

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



Gough and Tunmer, 1986; Cain, p 214

## Simple View of Reading: An Equation

Word Recognition	x	Language Comprehension	=	Reading Comprehension
0	x	0	=	0
0	x	1	=	0
1	x	0	=	0
1	x	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)

Reading Comp

||

Language Comprehension

x

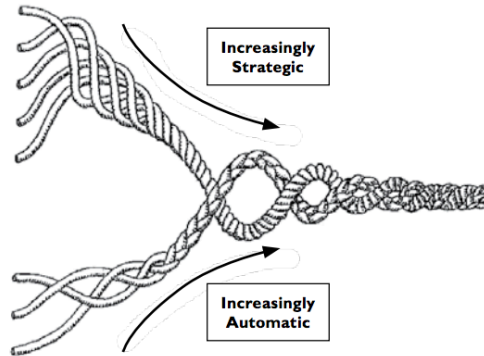
Decoding Word Recognition

## 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



**SKILLED READING:** Fluent execution and coordination of word recognition and text comprehension.

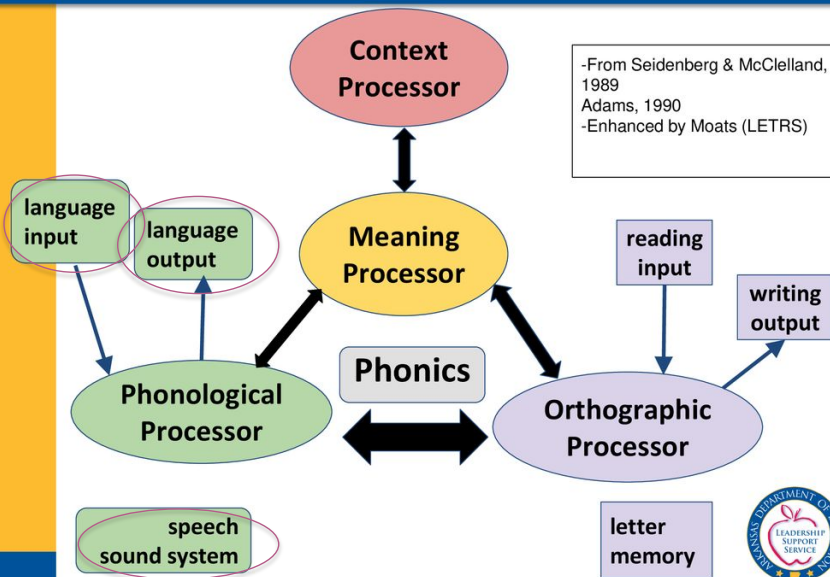
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



(Used with permission of Hollis Scarborough)

# The Four Part Processor Model

## Four-Part Processing Model for Word Recognition



## 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)



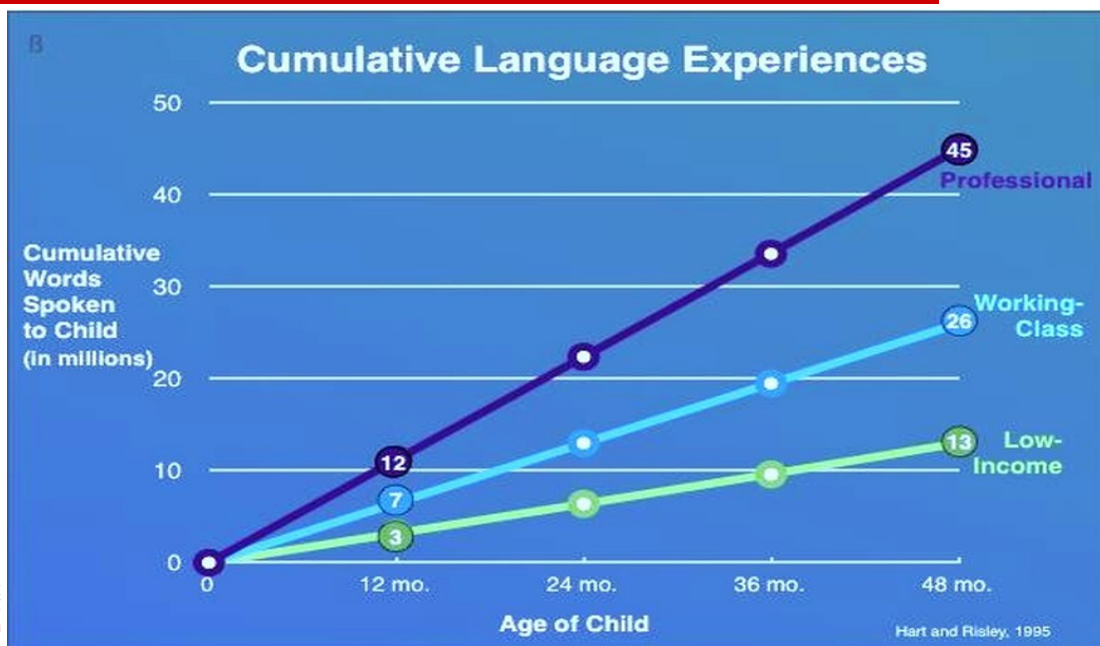
## Why Does an Oral Language Gap Exist?

Middle Class Families	Poor and Working Class Families
<ul style="list-style-type: none"> <li>• Prioritize verbal skills</li> <li>• Verbal reasoning and negotiation over physical discipline</li> <li>• Directives followed by an explanation</li> <li>• Language viewed as a skill needed to become a successful adult</li> </ul>	<ul style="list-style-type: none"> <li>• Directives</li> <li>• Less conversations between adults and children than middle class families</li> <li>• Less confident in speaking abilities (adults and children)</li> <li>• Language not viewed as a skill needed to become a successful adult (other priorities)</li> </ul>

## 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).

## 30 Million Word Gap



## 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*



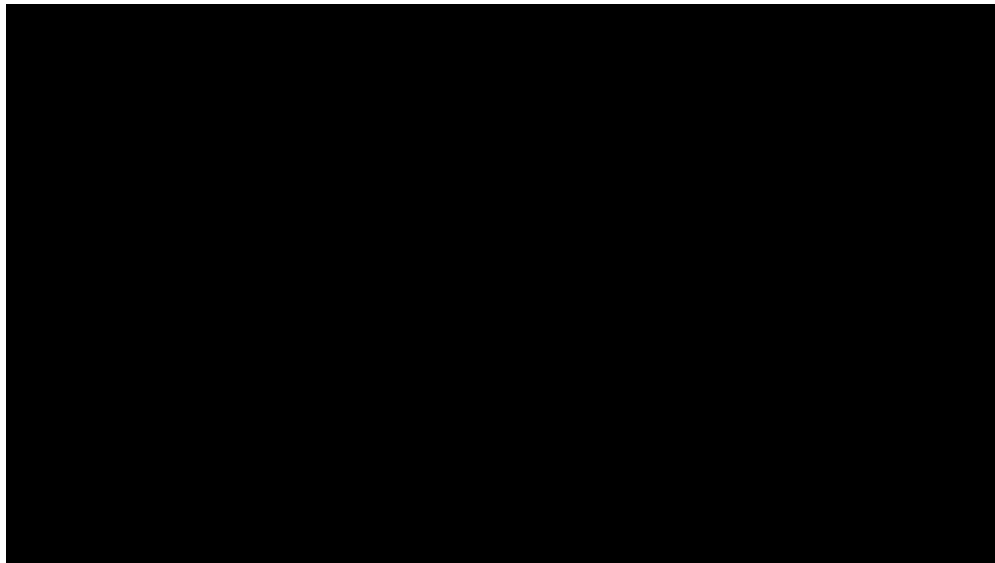


## Tips to Promote Academic Language

- 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

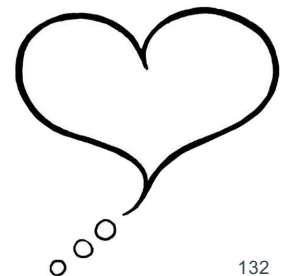
### At your table discuss...

- 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"



## Oral Language: Foundational Skills



## 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

## Phonological Awareness, Phonics, and Fluency

### How?

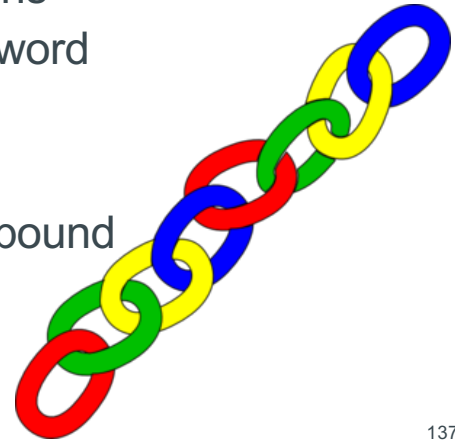
- Nursery rhymes, poetry, and music
- Phoneme games (chaining, manipulation)
- Compound word games (chaining, manipulation)
- Alliteration games and activities
- Fluency “Silly Voices” game
- Modeling correct prosody, accented syllables of words in fluent reading



## Let's Practice: Linking Sounds

1. 1<sup>st</sup> person will say a word
2. 2<sup>nd</sup> person will say a word that begins with the final sound of 1<sup>st</sup> person's word
3. Repeat around the table

**Note:** This can also be done with compound words!



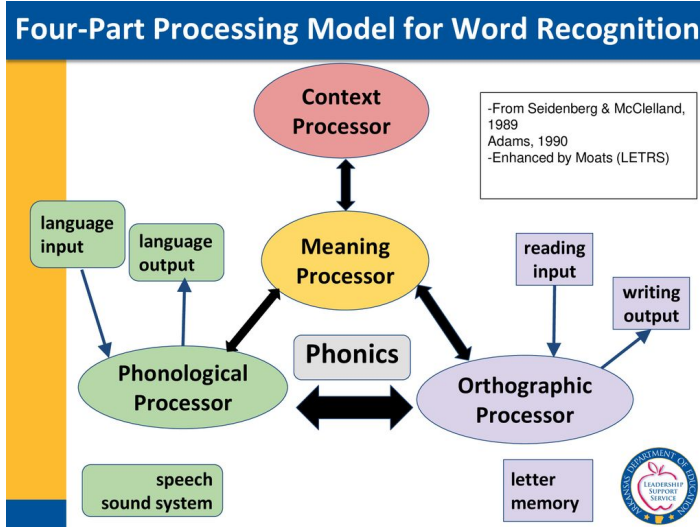
## Let's Practice: Silly Voice Game (Fluency)

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

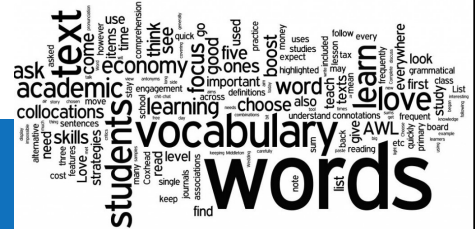


# Turn and Talk

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



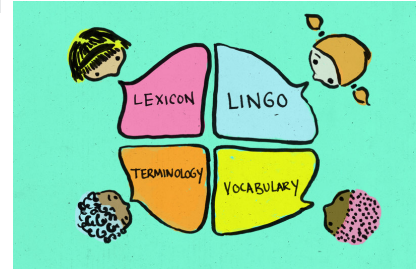
# Oral Language: Vocabulary



## Vocabulary and Oral Language

### Why?

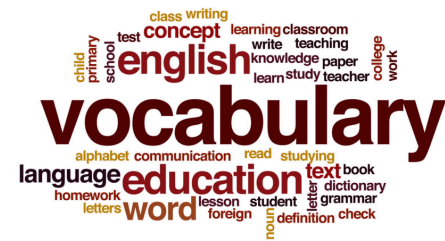
- Builds command of language: children learn thousands of new words each year
- Assists children in understanding relationships of words
- Helps children recognize words in context
- Exposes children to unusual, rare, and formal vocabulary words (Tier II words)



## Vocabulary and Oral Language

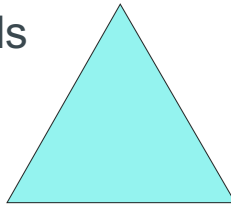
### How?

- 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?



145

## Oral Language: Comprehension



146

## 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



## Comprehension and Oral Language

### 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

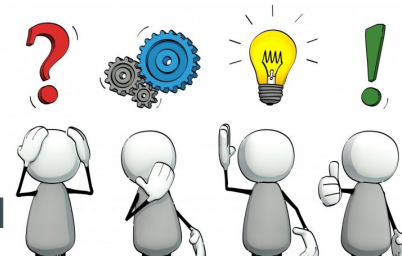
- Used to extend verbal reasoning when citing evidence in the text
- Helps students explain what the texts says, what it means, and why it matters
- Can be used for both comprehension and writing

**Example Question: Why are avalanches dramatic events?**

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

## Let's Practice! “Three-Part Interview”

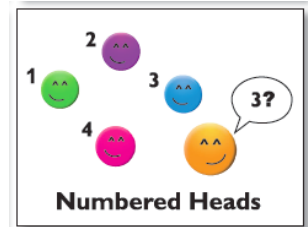
1. Get into groups of three
2. Person A will be the **interviewer** and ask the question
3. Person B will be the **interviewee** and answer the question
4. Person C will be the **recorder** and will summarize the “interview” after the question is asked
5. After the question has been answered, rotate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



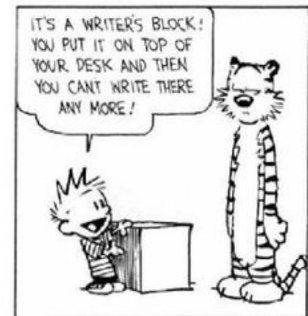
## Oral Language: Writing



## Oral Language and Writing

### Why?

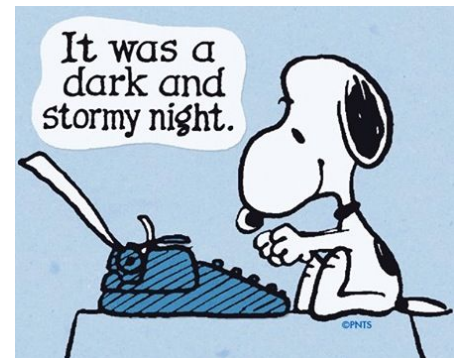
- We learn to write based on how we speak
- Enhances listening and reading comprehension
- Transfers receptive language and expressive language to paper
- Improves use and understanding of semantics and syntax
- Encourages use of rare vocabulary



## 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"

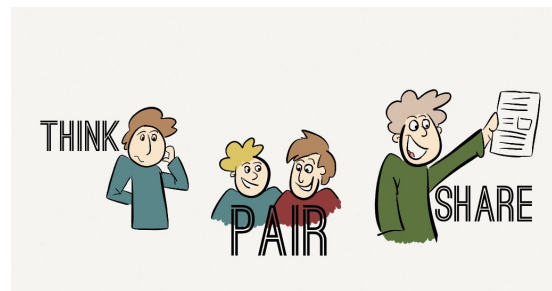
1. Find a partner
2. Partner # 1 states a sentence (*i.e.*, *The dog is outside*)
3. Partner # 2 asks a question about the sentence inquiring detail (*What does the dog look like?*)
4. Partner # 1 repeats the sentence, adding in the detail (*The white dog is outside*)
5. After both partners have a turn,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



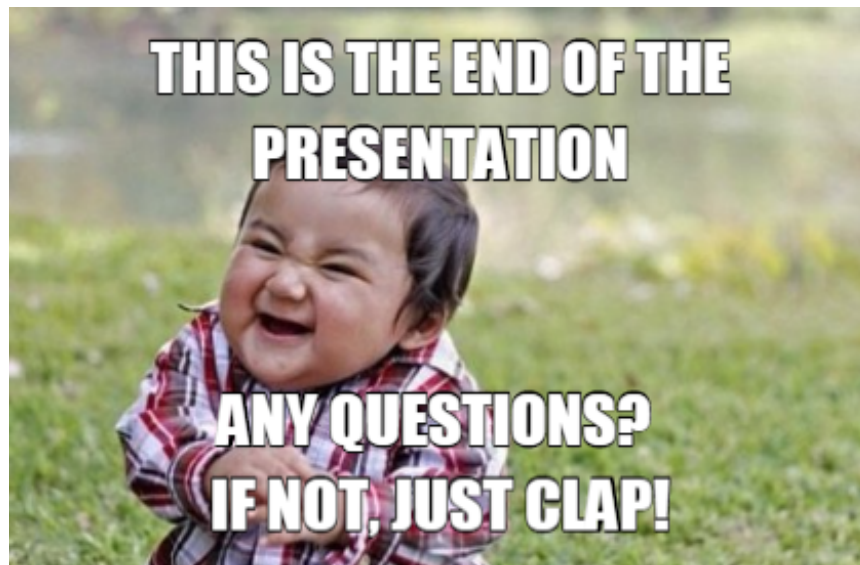


## Exit Ticket

- 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?



## 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](http://strongreadersms.com) for more information!



## References

Lazzari, A. & Peters, P. (1994). *Handbook of Exercises for Language Processing (HELP)*. Austin, TX: Pro-Ed.

Moats, L. & Tolman, C. (2019). *LETRS (3rd Edition, Volume 1)*. Dallas, TX, Voager Sopris Learning.

Lareau, A. (2011). Developing a Child: Alexander Williams. In *Unequal Childhoods: Class, Race, and Family Life*. (pp. 108-133). Berkley, CA: University of California Press.

Lareau, A. (2011). Language as a Conduit for Social Life: Harold McAllister. In *Unequal Childhoods: Class, Race, and Family Life*. (pp. 134-160). Berkley, CA: University of California Press.

## Contact Information

Hillary Sapanski  
Literacy Coach  
[hillary.sapanski@mdek12.org](mailto:hillary.sapanski@mdek12.org)

