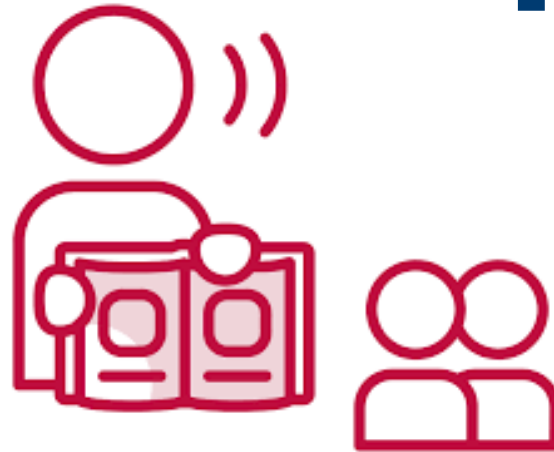


Oral Language in Literacy Development



Office of Elementary Education and Reading

Division of Literacy

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

November 2024



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

4

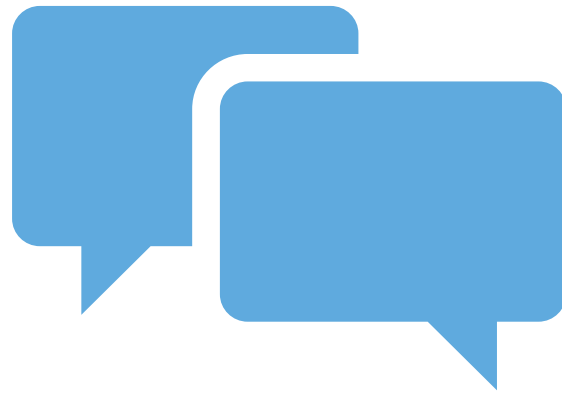
EVERY School Has Effective Teachers and Leaders

5

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

6

EVERY School and District is Rated "C" or Higher



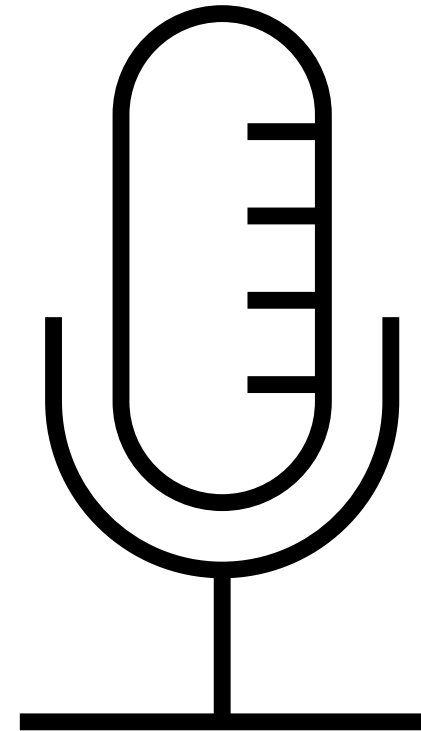
- Define oral language, look at the research, and determine how oral language is an early predictor of reading success.
- Determine how oral language affects reading comprehension through vocabulary and syntax.
- Discuss how to develop oral language in schools.
- Define complex text and explore the components and benefits of text complexity for oral language development.

- The presenter calls out a word.
- One at a time, a participant will stand to say a word associated with the given word.
- Participants take turns to say a word which they associate with the previous word.

Example:

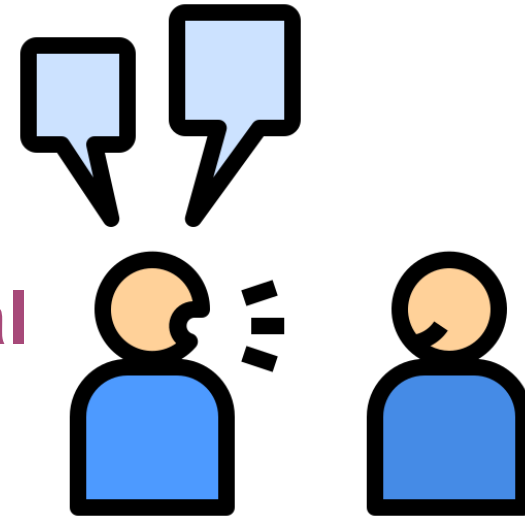
***banana** – monkey – zoo – tourists – hotel – Bible*

Oral Language Explained



- Encompasses both **speaking and listening**
- Includes learning **how spoken words sound, what words and sentences mean, and how to communicate ideas**
- Establishes the **foundation** for word **reading** and **comprehension**
- Provides a strong **foundation** for **learning to read**

“Reading Comprehension deficits are essentially oral language limitations” (Scarborough, 2003)



Speech



How we say sounds and words



Articulation, voice, fluency

Language



The words we use and how we use them



Word meanings, making new words, putting words together
word choice

Expressive



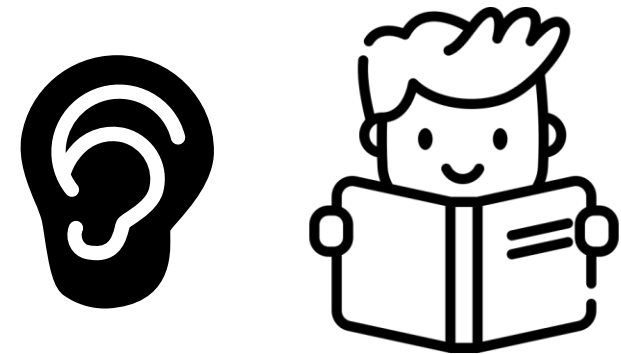
Communicating through gestures, speaking, or writing



Receptive



Understanding what is spoken or written



Progression of Typical Oral Language Development

0-3 Months	4-6 Months	7 months-1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years
Coos; cries; smiles	Makes more speech like babbles; includes many sounds such as /p/, /b/, /m/	Imitates different speech sounds , longer groups of sounds ; begins saying words such as bye-bye, mama, dada	Uses more words each month; puts two words together into phrases; asks questions like "Where kitty?"	Has words for almost everything; uses 2 to 3 words together; is more easily understood, especially by those who know the child	Says sentences with four or more words; talks about activities and/or people; is easily understood by all	Uses clear voice, detailed sentences; sticks to topic; uses appropriate grammar; says most sounds correctly

Children learn how to speak and communicate **without** formal instruction in language.

BY KINDERGARTEN

most children have

- mastered the fundamentals of language
- can communicate easily with family and peers

YOUNG CHILDREN

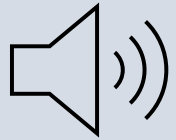
navigate a complex system of spoken language that includes

- phonological (sound) components
- semantics (meaning)
- syntax (grammar)

Learning to talk is natural, but learning to read is not.

- Early delays in oral language come to be reflected in low levels of reading comprehension, leading to low levels of academic success.
- The listening comprehension of the average child begins to develop around 12 months of age and continues to grow long after grade 6.
- Reading comprehension typically begins to develop in kindergarten or 1st grade.
- When a child begins to understand language in both print and speech, the distinction between listening and reading comprehension is no longer significant.

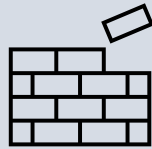
Oral Language



Phonology



Vocabulary
(Semantics)



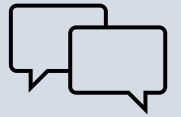
Morphology



Grammar
(Syntax)

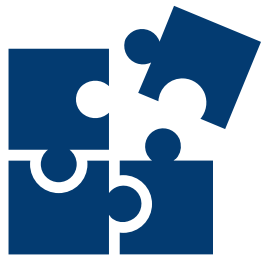


Pragmatics



Discourse

COMPONENTS OF ORAL LANGUAGE



01

02

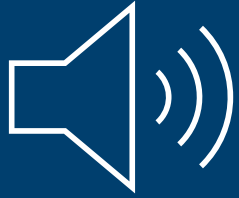
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01



PHONOLOGY

the organization or system of sounds within a language

*Example: the phonemes (sounds)
/t/ and /d/*

02

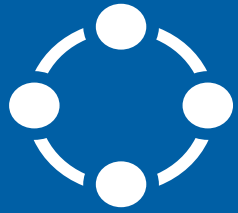
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VOCABULARY

the body of words used in a spoken language to communicate effectively

Example: the meaning of “bluff” and “trick”

SEMANTICS

the meaning and interpretation of words, signs, and sentence structure

Examples: slang, idioms, irony, etc.

02

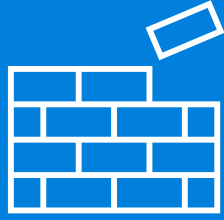
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02

MORPHOLOGY

the study of words, including the principles by which they are formed, and how they relate to one another within a language

03

Examples: prefixes (re-), roots (struct), suffixes (-ure), submorphemes (wr)

04

05

06

01



GRAMMAR

the set of structural rules that govern the combination of words and phrases into sentences and how sentences are combined into paragraphs

04

Example: subject + predicate = sentence

SYNTAX

the order of words in a sentence

Example: adjectives often come before the noun it modifies

05

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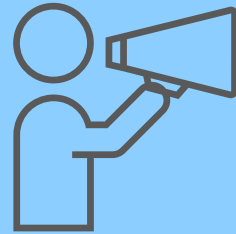
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PRAGMATICS

the study of how context influences how someone interprets and makes meaning of communication

Example: "bless her heart"

06

01

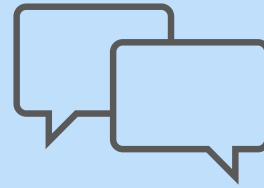
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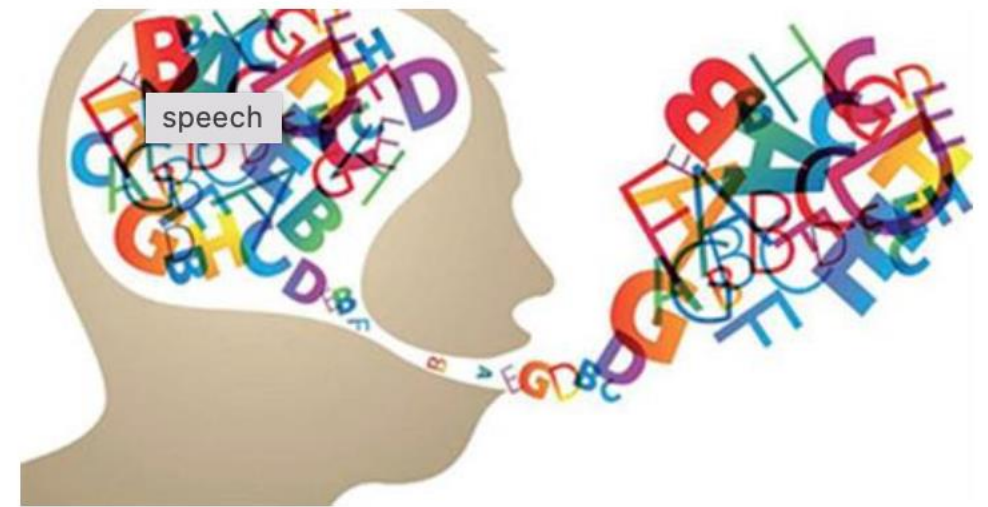


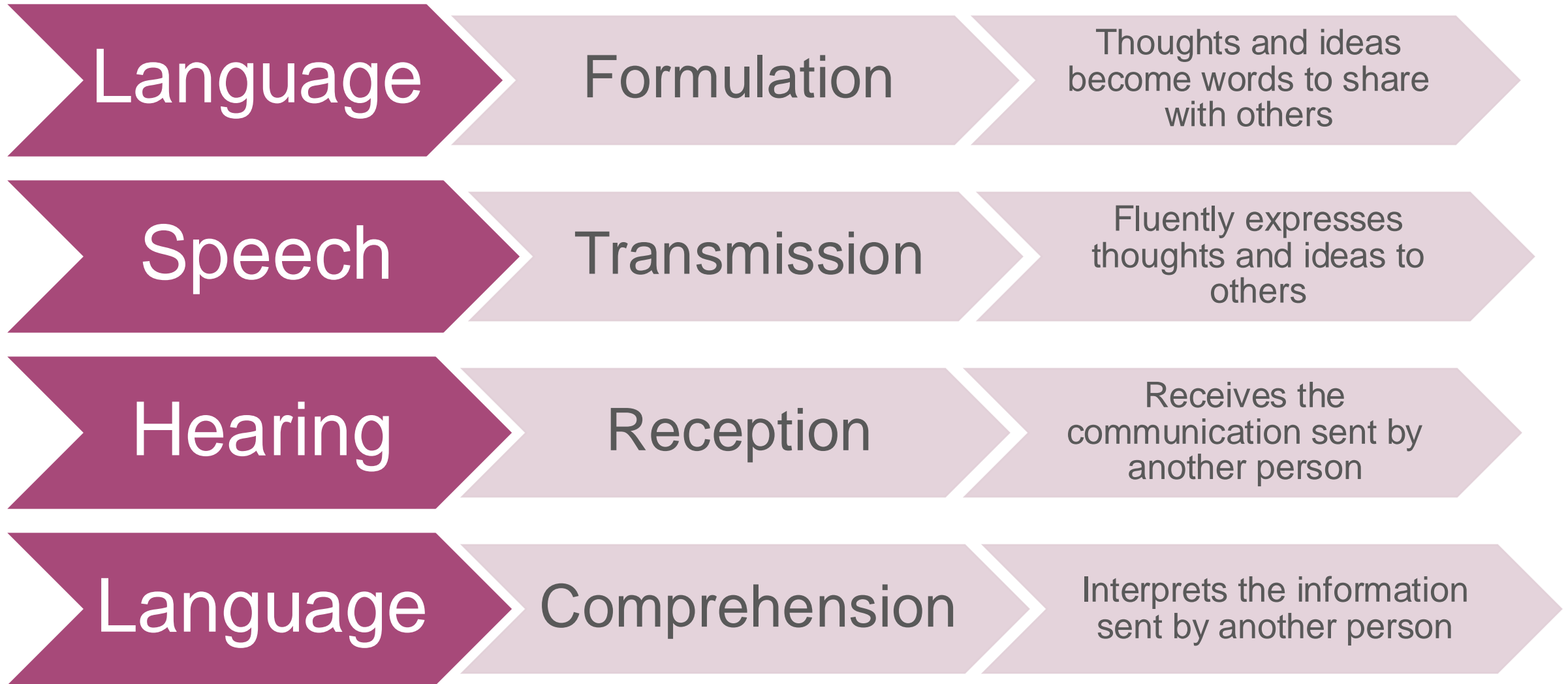
DISCOURSE

the use of language to share ideas, insights, and information

Example: turn and talk

Early Predictors of Reading Ability





- Phonological/phonemic awareness
- Letter-sound knowledge
- Receptive/expressive vocabulary
- Oral listening comprehension

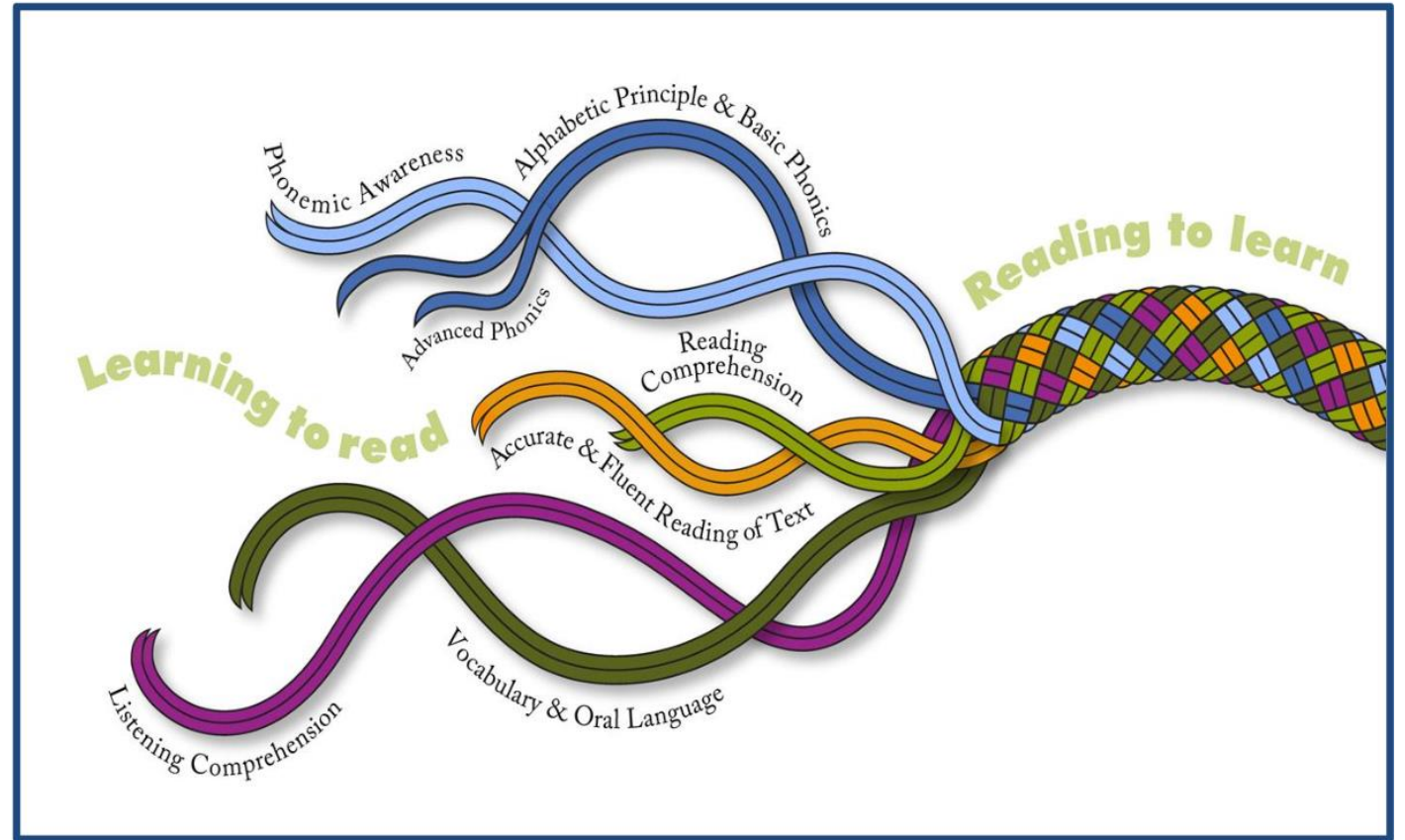


Figure 3.4: Basic Early Literacy Skill Strands
(Scarborough, 1998, p. 79)

- Children with developed oral language skills have an easier time learning how to read.
- Children who have difficulties with listening and speaking tend to have difficulty learning to read and write.
- Children with a limited vocabulary have a more difficult time with learning to read because beginning readers must use the words, they hear orally to make sense of the words they see in print.
- Articulation deficits (speech difficulties) may impact a child's phonemic awareness, which is a vital component of learning to read.

Telecom

READING
rockets

Even if the pronunciations of all the letter strings in a passage are correctly decoded, the text will not be well comprehended if the child

- a. Does not know the words in their spoken forms
- b. Cannot analyze the syntactic and semantic relationships among the words; or
- c. Lacks critical background knowledge or inferential skills to interrupt the text appropriately

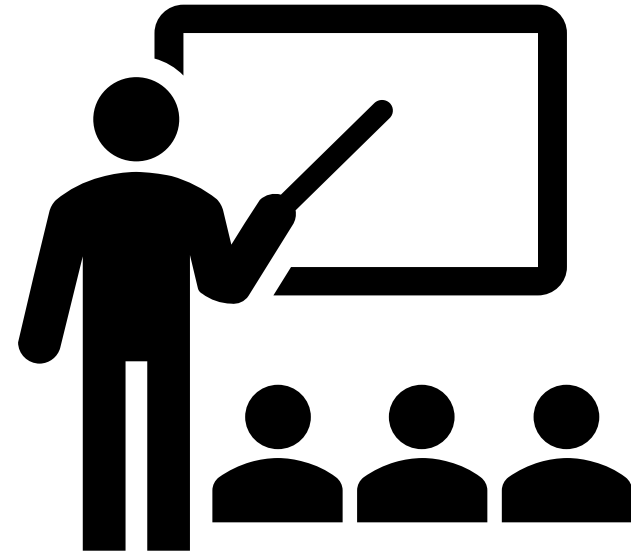
“Reading Comprehension deficits are essentially oral language limitations” (Scarborough, 2003)



...even the best phonics-based skills program will not transform a child into a strong reader if the child has limited knowledge of the language, impoverished vocabulary, and little knowledge of key subjects.

(Davis, 2006, p.15)

Oral Language in the Classroom



Communication Skills

- **Expression of Ideas:** Students learn to articulate their thoughts clearly and effectively.
- **Active Listening:** Engaging in discussions helps improve listening skills, which are essential for effective communication.

Social Interaction

- **Building Relationships:** Oral language fosters connections among peers and teachers, creating a supportive learning environment.
- **Collaboration:** Group activities and discussions promote teamwork and collaboration skills.

Cognitive Development

- **Critical Thinking:** Discussing ideas encourages analysis and evaluation, enhancing critical thinking abilities.
- **Concept Understanding:** Verbalizing thoughts helps students clarify and solidify their understanding of concepts.

Language Acquisition

- **Vocabulary Growth:** Frequent use of oral language introduces new words and phrases, expanding students' vocabularies.
- **Grammar and Syntax:** Speaking helps students internalize grammatical structures and syntax in a natural way.

Confidence Building

- **Public Speaking Skills:** Regular practice in speaking builds confidence in expressing oneself publicly.
- **Self-Advocacy:** Encouraging students to voice their opinions fosters independence and self-advocacy.

Engagement and Motivation

- **Interactive Learning:** Oral activities, like debates and discussions, make learning dynamic and engaging.
- **Participation:** Students are more likely to participate when they can express their thoughts verbally.

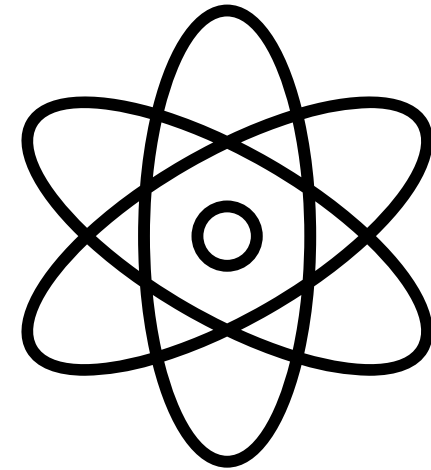
Assessment and Feedback

- **Immediate Feedback:** Oral language allows for real-time assessment and feedback, helping teachers gauge understanding and address misconceptions promptly.

Cultural Expression

- **Diversity of Voices:** Oral language allows students to share their backgrounds and experiences, promoting inclusivity and cultural awareness.

Relationship Between Spoken Language and Written Language





Spoken Language

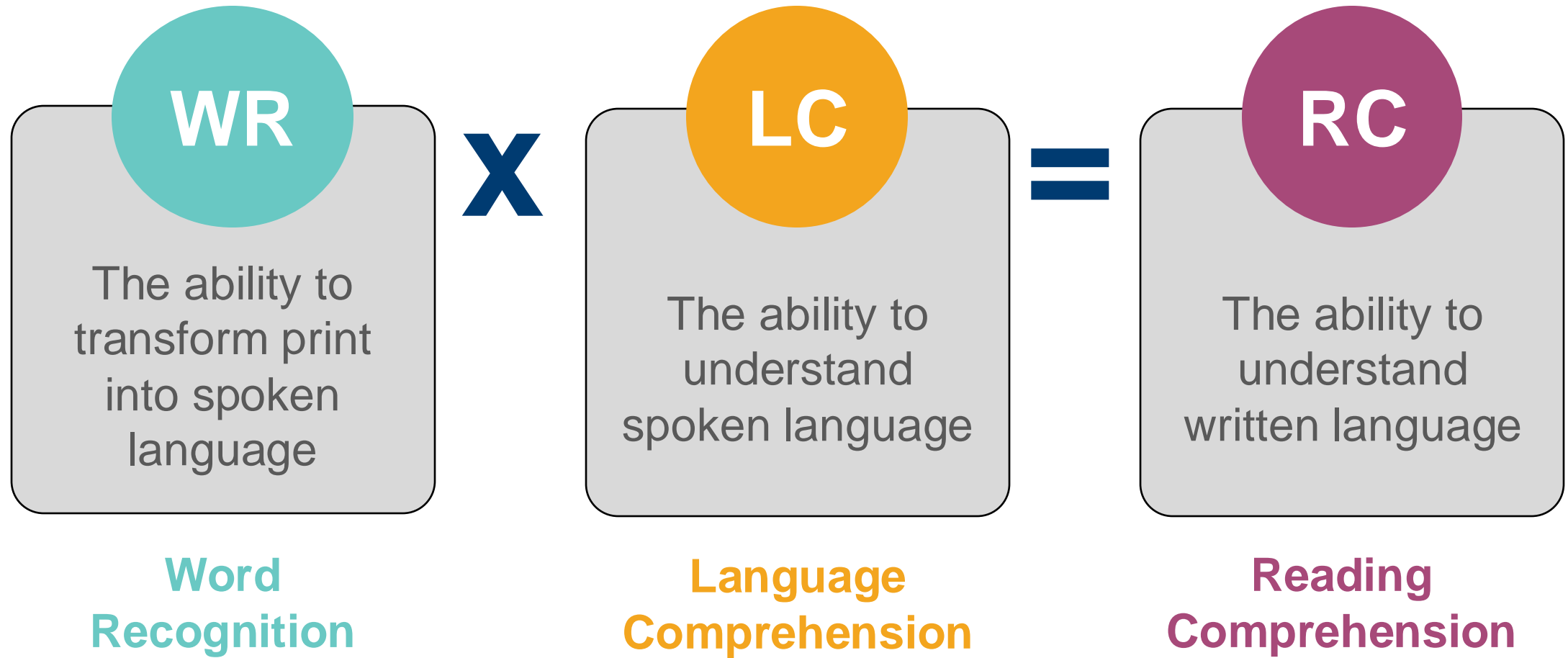
- Common, everyday words (Tier 1 vocabulary)
- Simple syntax
- May include body language cues
- All dialogue



Written Language

- Complex rare words (Tier 2 and Tier 3)
- Sophisticated sentence structure
- Variety of genres
- Dialogue and thought, descriptions of the five senses
- Stored in history

- Oral language is often referred to as the structure for reading and writing.
- Comprehension of spoken language is a defining factor for reading comprehension, the ultimate purpose of reading, as well as for writing ability.
- Language develops through high-quality *interactions* between students and teachers as well as through explicit *instruction*.



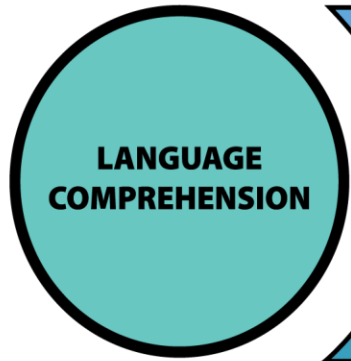


We may conceptualize and study *word recognition* and *language comprehension* independently but both processes develop and occur interactively.

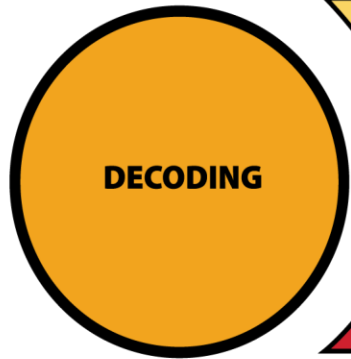
(Scarborough, 2001)

SIMPLE VIEW OF READING

SCARBOROUGH'S READING ROPE

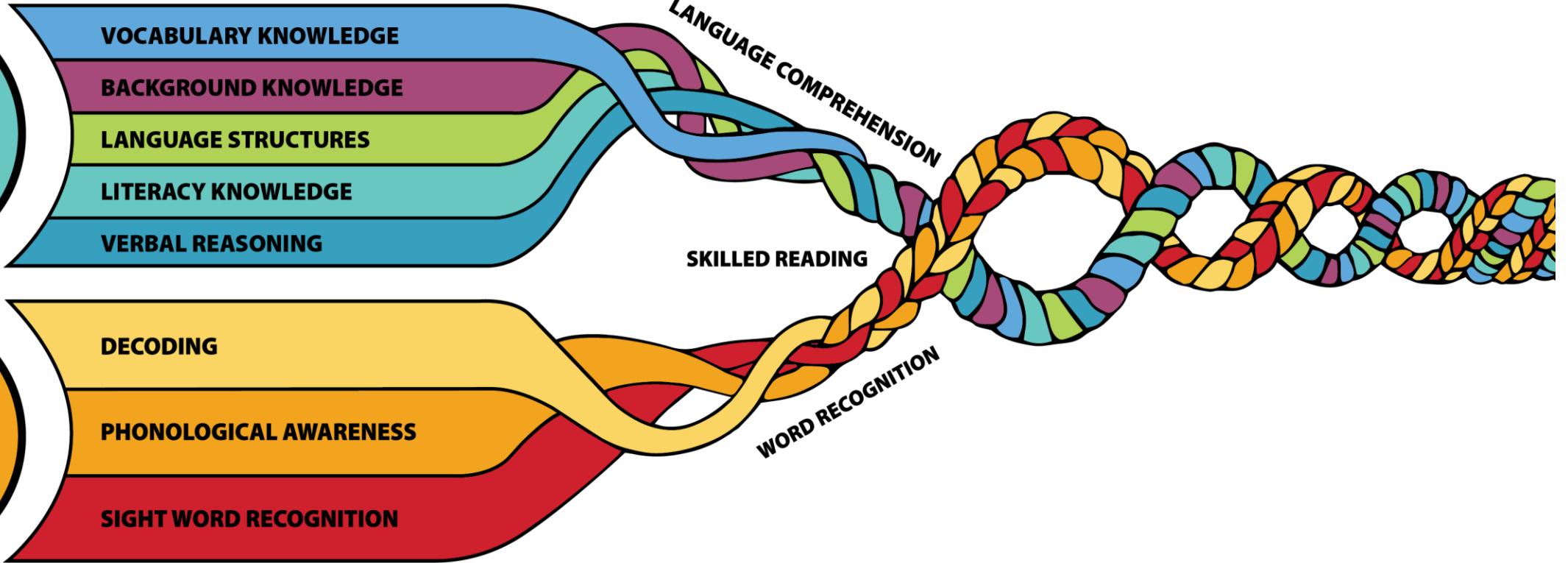


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READING COMPREHENSION



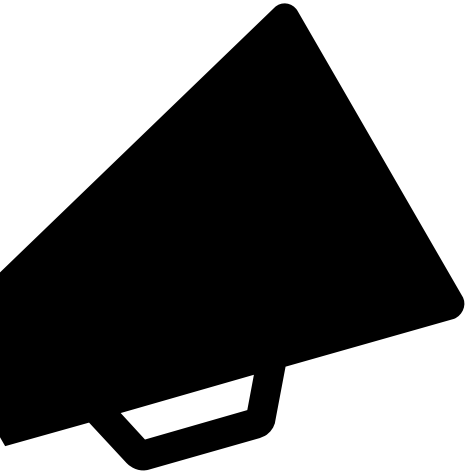
Comprehension is the ultimate goal of spoken AND written language

- To succeed at reading, a child must be able to *identify* or "read" printed words and to *understand* the story or text composed of those words.
- For many children, increasing reading and school success will involve increasing oral language competence in the elementary years.
- Oral language skills have a higher impact on reading comprehension as students advance from grade to grade. (Kim, Wagner, Lopez, 2012)



- In primary years, language comprehension will be stronger than decoding skills, because students are still learning the code.
- In intermediate years, they will be more parallel.

- Controversial as a standalone idea
- Hard to define
- Important for people of all ages and abilities
- Tricky to measure
- Tough to treat if there is a problem



- During elementary school, a child's maximum level of reading comprehension is determined by the child's level of listening comprehension.
- Children differ noticeably in the language and especially the vocabulary they have upon entering kindergarten.
- Language continues to develop during the primary years.
- In the upper elementary grades, those who enter 4th grade with significant vocabulary deficits show increasing problems with reading comprehension, even if they have good reading (word identification) skills.

Developing Oral Language



Oral language development begins in the home.

30 million

fewer words by the age of 3
studied 42 families;
observed families
categorized by 4 income
levels

1992. Hart & Risley.

4 million

fewer words by the age of 4;
studied 329 families;
used LENA (Language
ENvironment Analysis)
technology to record and analyze
speech

2017. Gilkerson et. al.



Children are arriving to school with very poor oral language skills.

The Literacy Collective

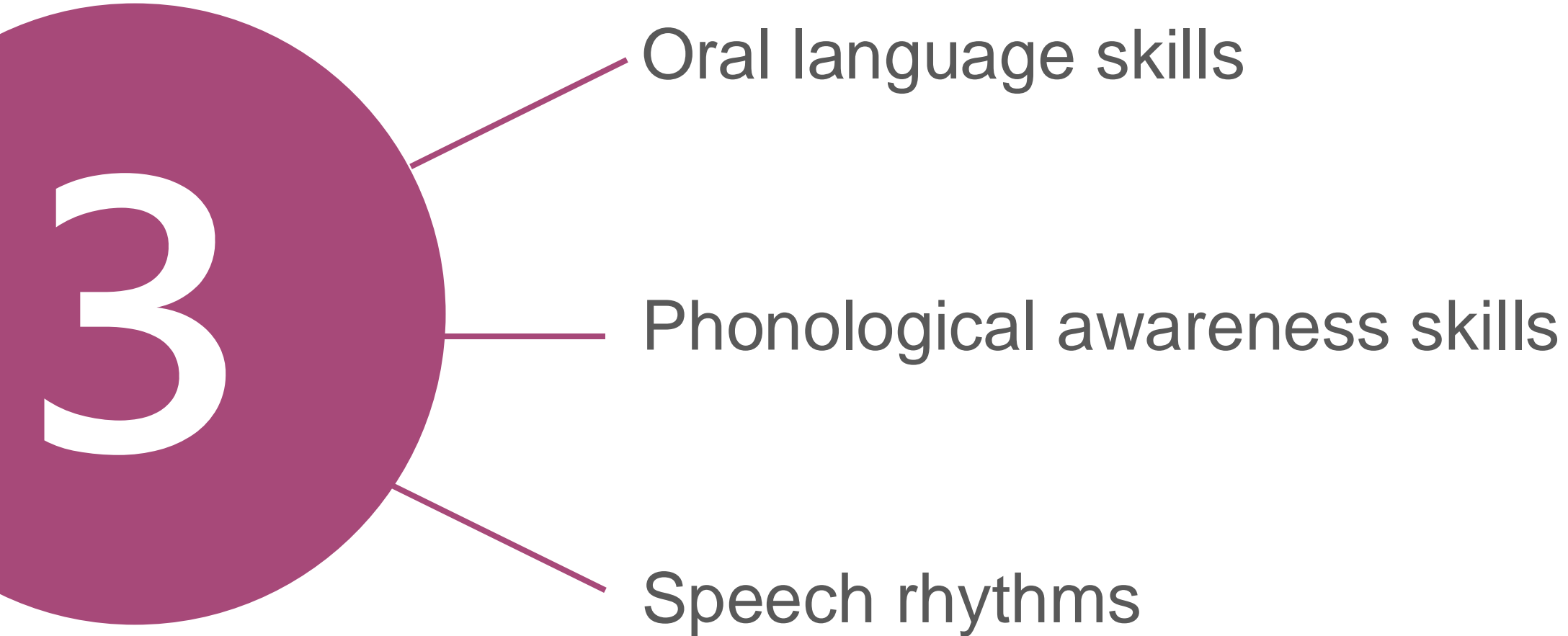
- Oral language is developed **sooner and faster** than written language.
- Developing skills orally creates the “parking lot” for future learning of written language.
- The key in early years is TALK. Talk about the characters, talk about the events, talk about the facts.



“Teachers are fundamentally important to any attempt to improve children’s readiness to learn. If the education of children in poverty is to change, teachers will be the work force of reform.”

R. W. Carnell, *Implications of Poverty on Children’s Readiness to Learn*

Teachers can create high quality language environments in the classroom by facilitating regular and varied oral language experiences.



The Learning Collective, 2020

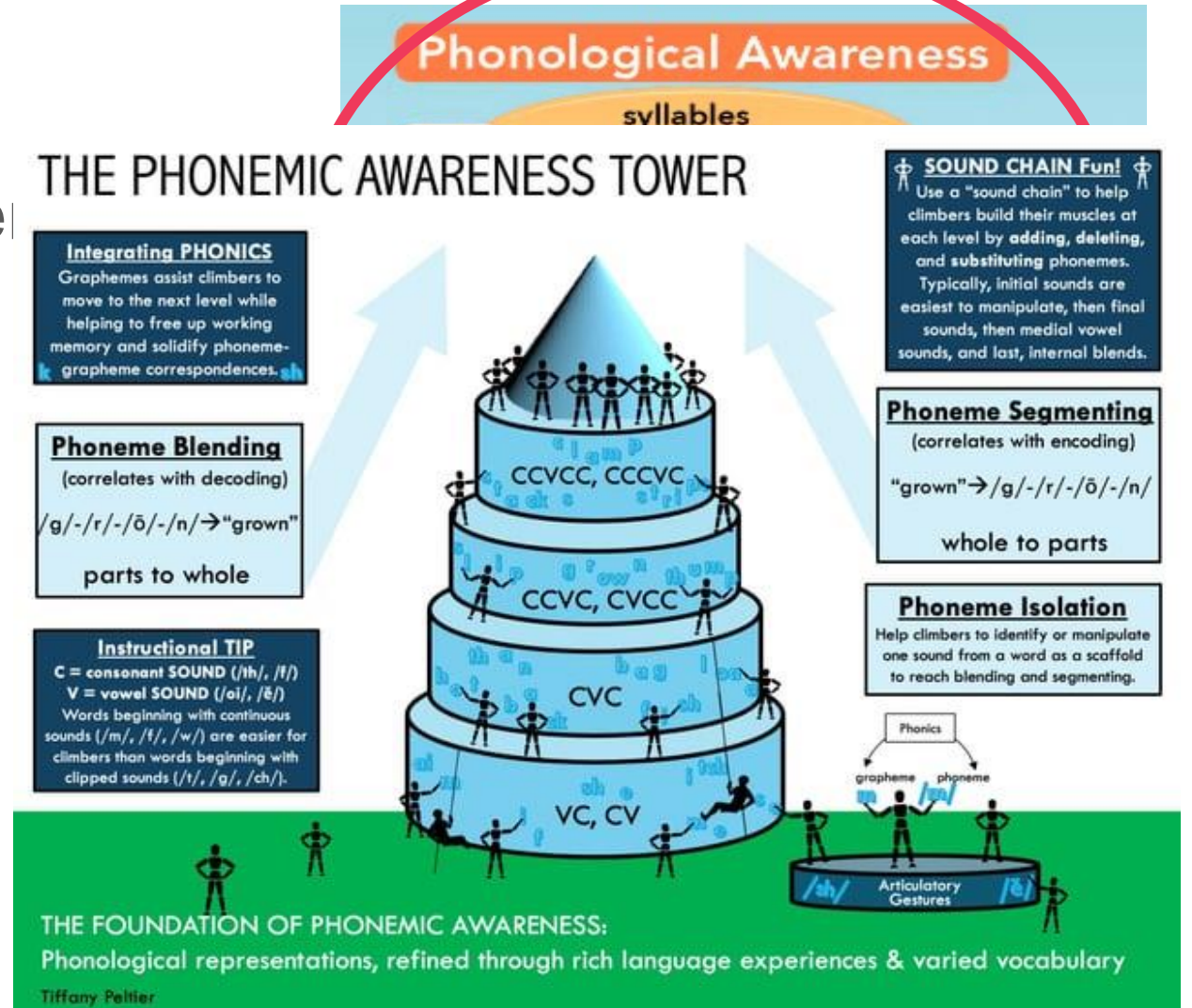
- **Daily** opportunities
- Includes students expressing thoughts orally
- Observations about stories, experiences, and curriculum content
- Improves vocabulary, both **expressive** and **receptive**
- Builds confidence
- Example Activities: turn and talk, think-pair-share, barrier games

1. Divide into pairs and assign a “Partner A” and “Partner B.”
2. Partner A will scan the QR code to look at the picture. (Partner B should NOT see the picture.)
3. When prompted, Partner A gives instructions on how to draw the picture.
4. Partner B draws the picture.
5. Once finished, Partner A should reveal the picture, then compare.



- Easier → more complex
- Identify and manipulate spoken language

Example: say stop without /s/



- Rhythmic properties of speech
- Foundation for phonological segmentation
- May affect ability to segment speech into units of sound
- May affect word recognition and vocabulary

Example:

Nathaniel writes novels and lives in a green house built by a farmer.

Nathaniel writes novels and lives in a greenhouse built by a farmer.

Example from “A Musical Model of Speech Rhythm” 2017

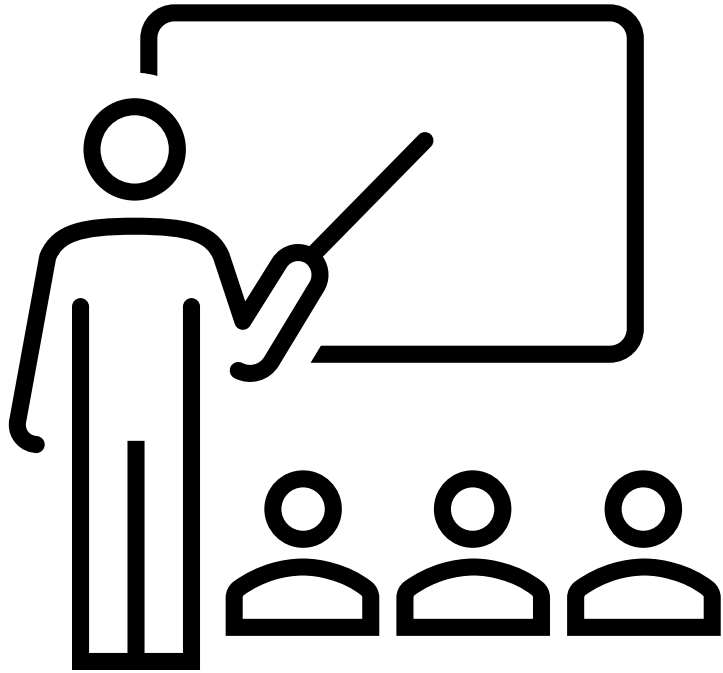
Ablaut reduplication – If you repeat a word and change an internal vowel, the order you say them follows the I-A-O pattern.

Example: tock tick, hop hip, flop flip, bad big wolf

Royal order of adjectives – adjectives follow a specific order: opinion-size-age-shape-color-origin-material-purpose noun.

Example: plastic key small ring

Havel, 2020

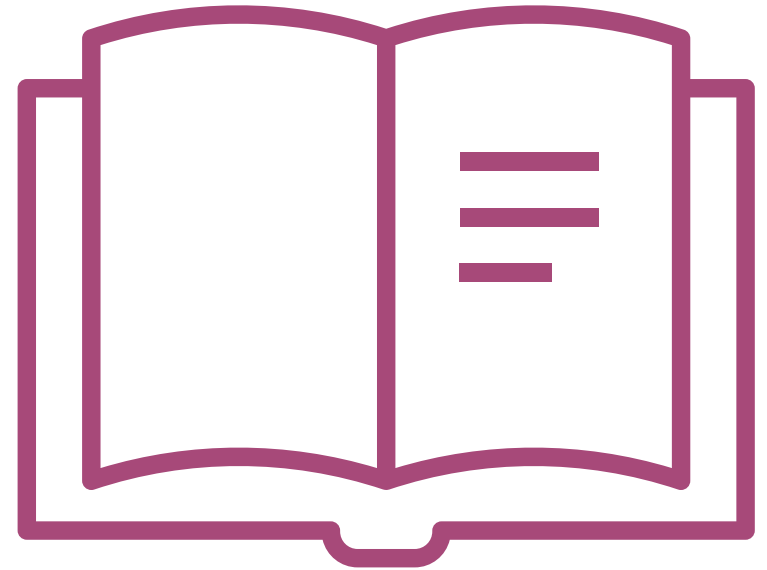


- Provide opportunities for spoken language games and activities.
 - rhyming games
 - nursery rhymes
- Model language by orally explaining actions and thoughts.
- Promote structured conversations.
- Provide retelling opportunities.
- Read and talk about complex text.

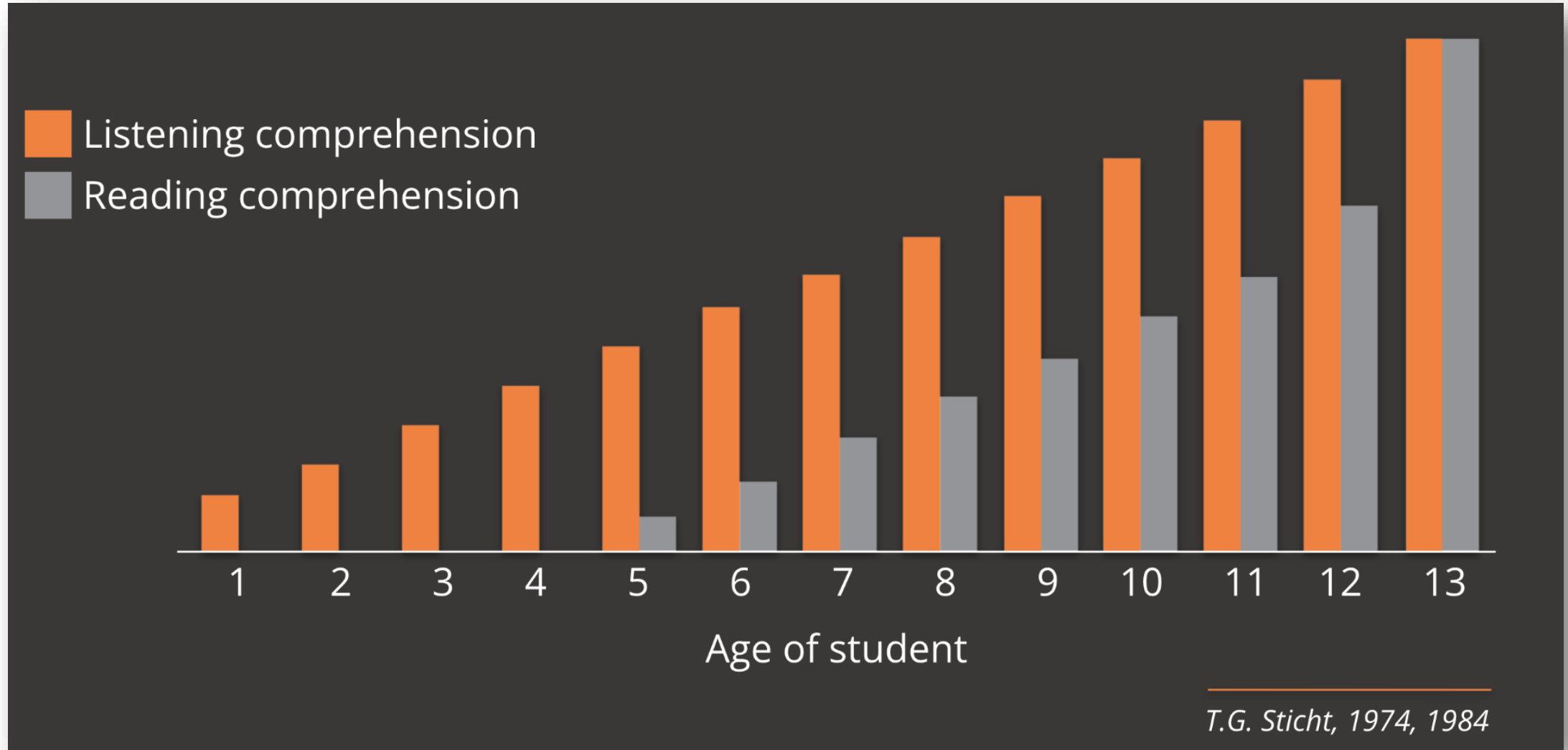
Text Complexity



Complex texts are printed, visual, auditory, digital, and multimedia texts that can potentially be challenging for students. They can contain more implicit meaning and use unconventional structures. For example, literary texts may use flashbacks, flash forwards, and multiple points of view, while informational texts may use complex graphics or deviate from traditional writing norms.



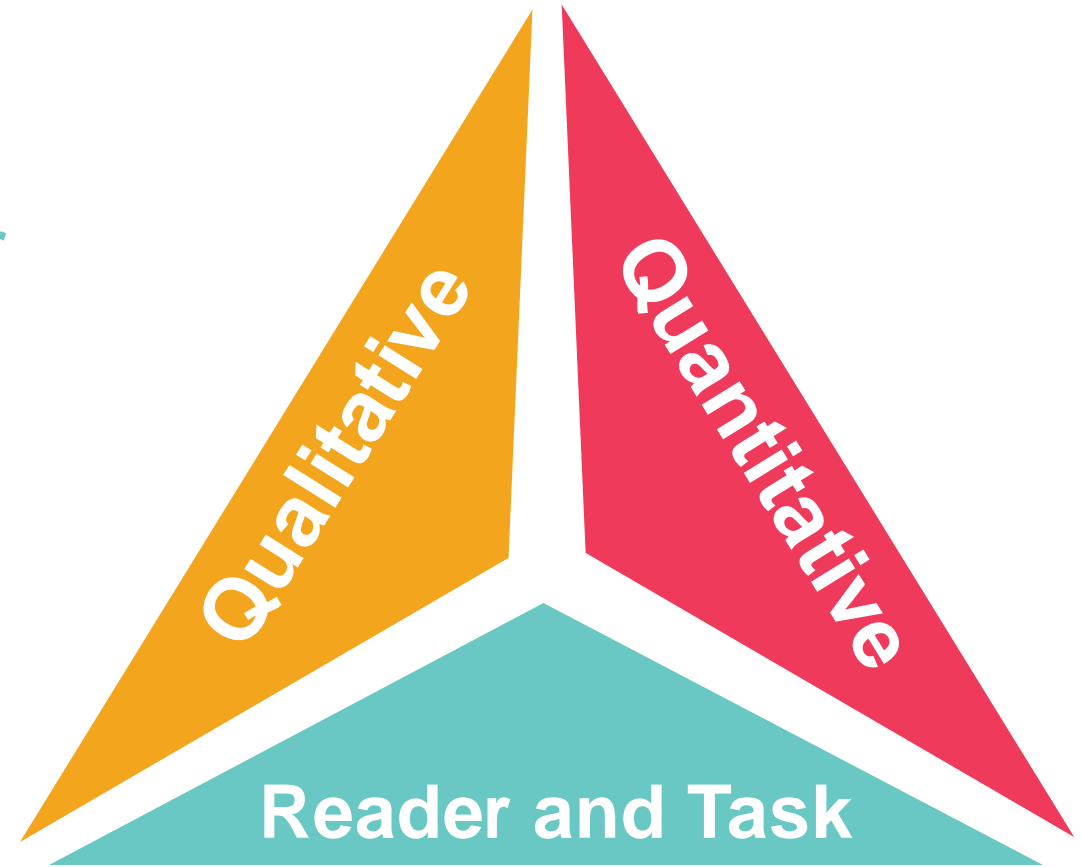
- Emerging readers often have higher oral language comprehension than reading comprehension.
- If students engage only in texts “on their level” then they lack exposure to more complex vocabulary, sentence structure, and written organization.





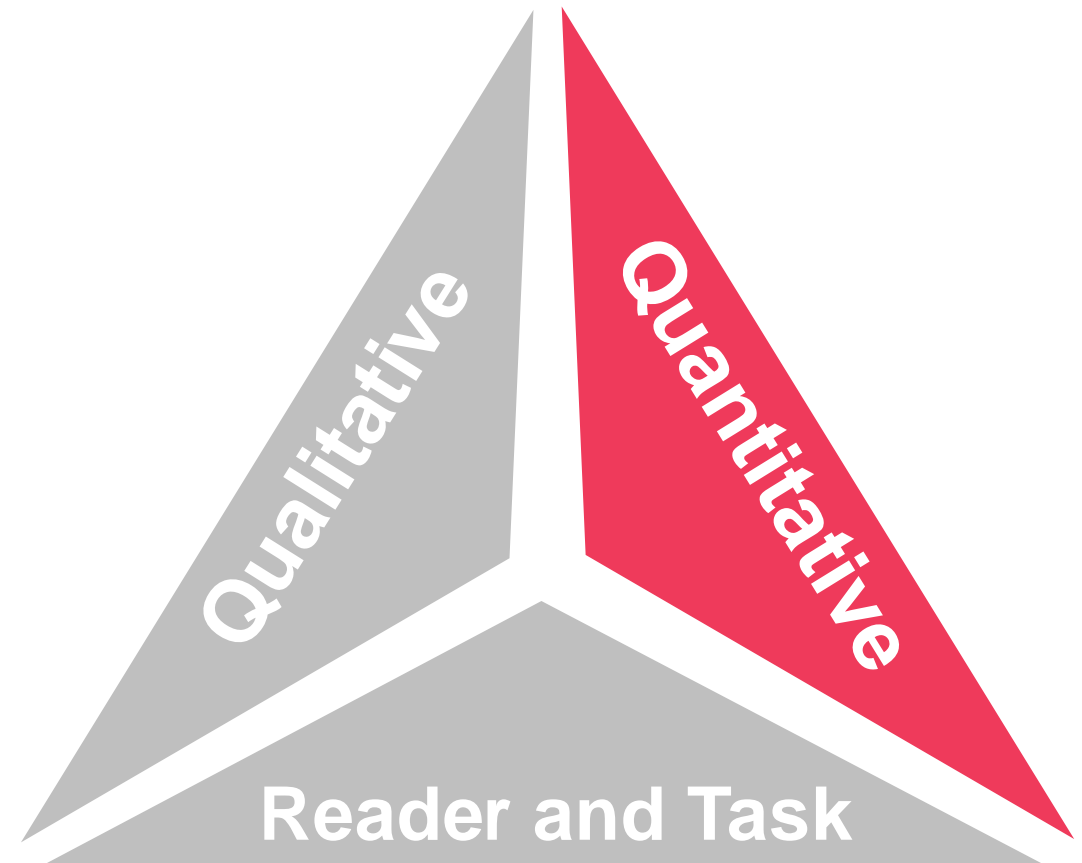
- Helps build vocabulary, which is essential for developing reading comprehension
- Provides opportunities for students to think, discuss, and reason at deeper levels of understanding
- Teaches students how to make sense of difficult language, complex ideas, and complicated structures
- Contributes to students' knowledge about a topic
- Is often engaging

Complexity is measured by examining three dimensions: **quantitative**, **qualitative**, and **reader and task**.



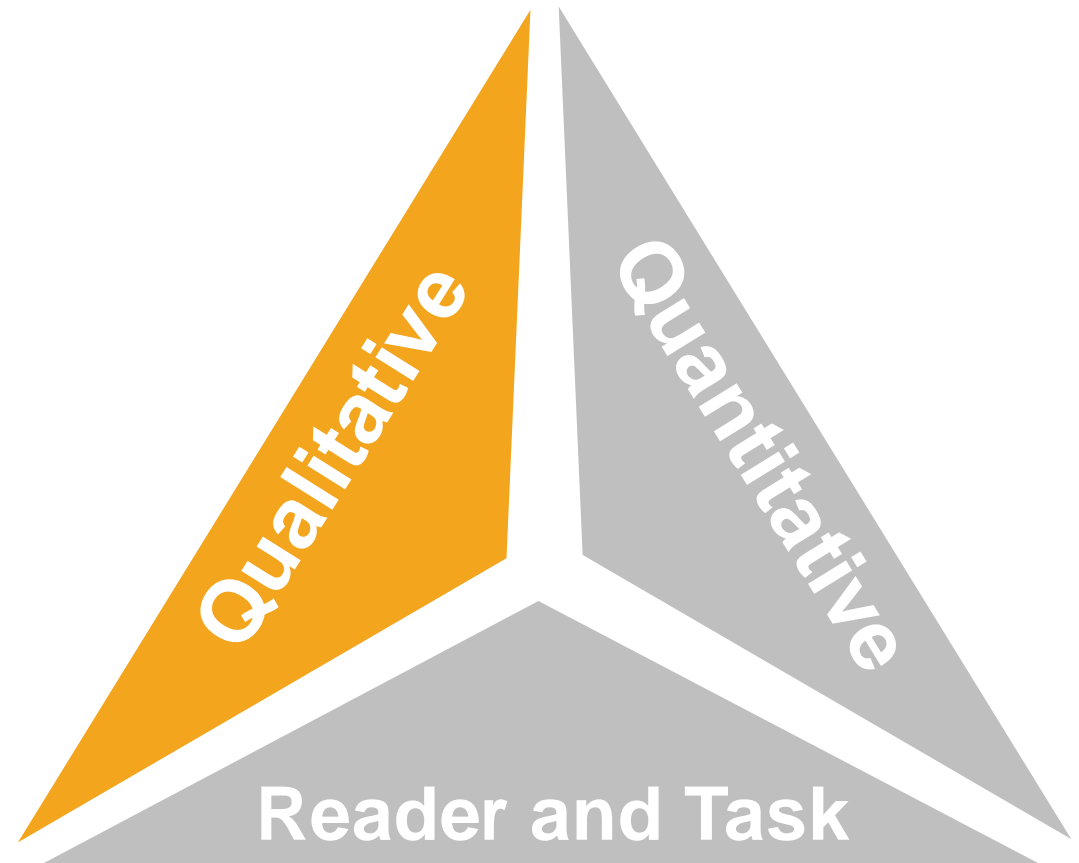
Quantitative Measures

- Measured by numerical data
 - Word count and frequency
 - Word length
 - Sentence length
- *Example: Lexile Levels*



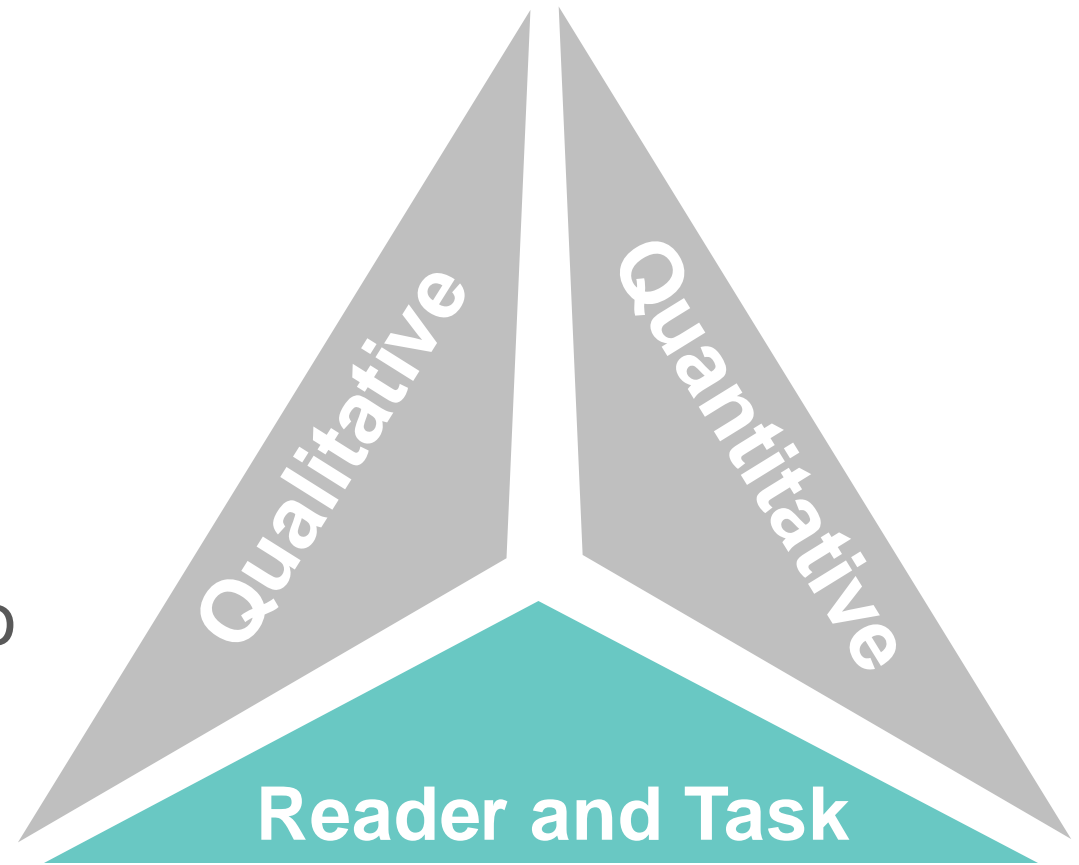
Qualitative Measures

- Refers to the sophistication of the vocabulary and syntax used in the text.
 - Text meaning and purpose
 - Text structure
 - Language conventions
- *Example: poetry vs. narrative*



Reader and Task

- Reader
 - background knowledge,
 - motivation,
 - personal interests, and
 - experiences
- Task - what the reader is instructed to do to engage the text
- *Example: writing a research presentation*



Complexity of K-12 texts have <u>eroded</u> :	Complexity of College and Career texts have remained steady or <u>increased</u> :
The complexity of high school texts have declined in all subject areas over several decades.	Lexile scores of college textbooks have not decreased in any block of time in 1962 and in fact have increased .
Average length of sentences in K-8 textbooks have declined from 20 to 14 words.	Vocabulary difficulty of newspapers has remained stable .
Vocabulary demands have declined , e.g., 8th grade textbooks equivalent to former 5th grade texts; 12th grade anthologies equivalent to former 7th grade.	Word difficulty of scientific journals and magazines 1930-1990 has increased since 1930.

Adapted from Susan Pimentel



- King James Version (KJV): 12th grade
- New American Standard Bible (NASB): 11th grade
- English Standard Version (ESV): 10th grade
- New International Version (NIV): 8th grade
- Holman Christian Standard Version (HCSV): 8th grade
- New King James Version (NKJV): 7th grade
- New Living Translation (NLT): 6th grade
- The Message (MSG): 5th grade
- New Century Version (NCV): 3rd grade

President	Year	Grade Level
Donald J. Trump	2018	8.1
Barack Obama	2010	8.7
George W. Bush	2002	9.8
Bill Clinton	1994	8.9
George Bush Sr.	1990	9.0
Ronald Reagan	1982	11.1
James Carter, Jr.	1978	9.8
Gerald Ford	1975	10.9
Richard Nixon	1970	10.8
Lyndon B. Johnson	1964	11.4

President	Year	Grade Level
John F. Kennedy	1961	12.8
Dwight D. Eisenhower	1953	12.4
Harry S. Truman	1946	12.7
Franklin D. Roosevelt	1934	15.5
Herbert Hoover	1929	14.5
Calvin Coolidge	1923	10.9
Warren Harding	1921	14.7
Woodrow Wilson	1913	15.6

2024 UC Berkeley School of Information

For **College** Readiness:

"Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not"

For **Career** Readiness:

"According to an ACT study of skills needed for occupations that do not require a college degree but that provide a living wage, the reading and mathematics skills needed to obtain and hold these jobs are similar to those needed to succeed in college" (Fisher, Frey, & Lapp, 2012)

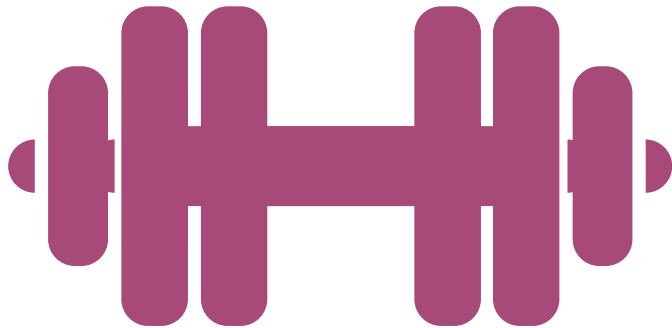
Hawaii State Department of Education, 2013

- Simplified texts are often restricted, limited, and thin in meaning.
- Academic vocabulary can only be taught from complex texts.
- Mature language skills are needed for success in school and life and can only be gained by working with demanding material.
- There is little to no evidence that struggling readers catch up by gradually increasing the complexity of simpler texts.

Hawaii State Department of Education, 2013

Reading Anchor Standard 10

Read and comprehend complex literary and informational texts independently and proficiently.



3rd grade complex text



1st grade complex text

Teachers...

- Expose students to complex, grade-level text, even if they are not reading on grade-level.
- Front-load vocabulary and build prerequisite knowledge.
- Ask sequences of engaging text-dependent questions.
- Provide extra supports to students who need it
- Encourage stamina and persistence.
- Engage students in conversations throughout complex text reading.
- Provide meaningful feedback.

Students...

- Slow down, read and re-read.
- Take notes/annotate while reading.
- Notice confusing parts.
- Discuss the texts.

Hawaii State Department of Education, 2013

- Students must have strong decoding skills and strong language skills to achieve **strong reading comprehension**.
- For students to **increase reading success** students must increase the oral language competence early on.
- Oral language development can be promoted at school through various **oral language activities**.
- **Access to complex text** is important for oral language development.

- <https://www.readingrockets.org/reading-101/reading-and-writing-basics/oral-language>
- <https://www.doe.mass.edu/massliteracy/literacy-block/oral-language.html#:~:text=Oral%20language%20is%20often%20called,well%20as%20for%20writing%20ability>
- <https://www.aft.org/ae/spring2003/biemiller>
- <https://www.readingrockets.org/blogs/shanahan-on-literacy/wont-student-motivation-be-damaged-if-we-teach-complex-text>
- <https://www.lexialearning.com/sites/default/files/resources/Oral%20Language%20WP.pdf>
- <https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in-brief/>



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EDUCATION

