

Speaking and Listening: Oral Language *IS* The Foundation for Literacy

Cindy Middendorf

The Hart and Risley Study: *Meaningful Differences*, reprinted 2002

A child's language development at age 3 is a powerful and reliable predictor of school achievement in grade 3.

The Skills of and Standards for Oral Language

- I produce the sounds needed for speech.
- I comprehend spoken language.
- I listen for short periods of time with focused attention.
- I follow 2-3 step directions.
- I verbalize daily experiences and personal needs.
- I incorporate new, age-appropriate vocabulary into my speech regularly.
- I answer simple questions.
- I can retell events in sequence.
- I hear and respond to patterns in sounds and language.
- I use age-appropriate conventions of speech.
- I am becoming phonemically aware.
- I understand how language functions in varying social contexts.

Why is oral language important?

Visual comprehension –

Vocabulary –

Conventions of speech-

Conceptual knowledge –

Speaking and Listening Anchor Learning!

Wait Time

Choral Answers

Talking Buddies

Partner Repeats

Spare the use of Teacher Repeats

The Role of Teacher Talk!

Keep Them Talking and Listening!

Encourage families to have *conversations at home*.

Kid photos to get them talking (Class Family Album)

Connect *words* to illustrations.

Document children's answers. It validates their words!

Encourage the use of *Fifty-Cent Words*

Link vocabulary to relevant *themes*

Use thematic and content-driven *integrative instruction*

Revise class stories by replacing words with *synonyms*

*Play with *opposites*

*Examine *proverbs and idioms*

Play *categories*

Examine *compound words*

Look at *multiple meaning* words

Our Homework is Our Home Talk!

Dear Families,

Research is clear! Children who have regular conversations at home with families, children who make connections between school and family life, and children who engage in interactive discussions with families about school consistently have better attitudes about school and better school achievement!

I know your days and evenings are busy. Yet, I am convinced that you are the first, best, and most effective teacher your child will ever have. My goal is to provide you with simple, efficient ways to help your child make important learning connections. Often when you ask your munchkin, “What happened at school today?” the answer is “NOTHING!” As we journey through the year, I’ll occasionally give you some discussion starters!

You’ll often receive a notice labeled HOME TALK. On those days, your child’s assignment will be to have a discussion with you about the home talk topic of the day. There will be an opportunity for you to also respond in writing, if you fear your child will not accurately report all that you have to say! However, the important part of the assignment is the conversation you have with your child. The written segment is optional.

Our first HOME TALK assignment is attached. Have fun reminiscing!

Partners in Learning,

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Middendorf, Cindy. (2009). *Building Oral Language* New York, NY: Scholastic, Inc.

Cindy Middendorf: Oral Language

**THIS WEEK'S HOME TALK:
"I Remember School"**

We all had favorite teachers and favorite school memories. Your child's assignment this week is to have a conversation with you and other adults in his or her life about your earliest positive school memories. Did you go to PreK? What are some of the happy things you remember about an early teacher or classroom? Do you remember favorite activities, books, or playmates? Please, please, please, keep the stories upbeat. Our goal is to convince children that you, too, were once young and had some enjoyable school experiences!

Children love to hear family stories about when you were young. Give your child that wonderful sense of connection. Have a conversation! We'll be sharing our stories here at school over the next 3-4 days. If you'd like to jot down key words or phrases, or tell your version (in case Junior embellishes!), feel free to return this tearstrip. Thanks for talking with your child!

Partners in Learning,
Cindy Middendorf

Yes, I remember being a little kid at school! I've talked to _____ about my early school days. One of my favorite memories is:

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Middendorf, Cindy. (2009). *Building Oral Language in PreK and K*.
New York, NY: Scholastic, Inc.

Book Talks

Book Talks are powerful ways to allow children to become excited about self-selected text. Children report orally to their classmates about a book of their own choosing, either from the classroom library, from home, or from a local lending library. Some choose books that have been read to them. Some more skilled readers will choose books that they can read.

Dear Families,

Over and over, reading experts remind us that the more children handle, enjoy, and interact with books, the more likely they will become successful, life-long learners.

Next month, we'll be starting the first of our BOOK TALKS. This is the beginner's version of a book report. Your child will choose a book for you to read and discuss at home. It can be a story or an informational book about a topic of interest to your child. On your child's "BOOK TALK DAY," he or she will tell the class about the book.

Your child may choose a book that you've read together to fulfill our BOOK goal, or it may be one of the simple texts your child has brought from home to read to you. Perhaps it is a chapter book that you have read to your child over several days. Your child does not need to be able to read the text, but needs to be able to summarize it. Please make sure it is a book appropriate for our young readers!

Please encourage your child to be prepared for his/her BOOK TALK DAY! One child will report each day. Attached is the schedule for our first round of Book Talks.

Your child can choose to talk about a book that is borrowed from our classroom, signed out of the local library, (Cady Library is open Mon. 2 – 8; Tues. through Fri. from 2p.m. to 6p.m: Sat. 10 – 2), or that is a favorite from the bookshelf at home. Please encourage your child to practice at home what he or she will tell us about the book.

The BOOK TALK should include information about who or what the book was about, (the characters); where it took place, (the setting); and a short version of what happened (the plot). If the book is nonfiction, your child should summarize important information. BOOK TALKS typically take about 3-5 minutes.

Your child should complete the attached BOOK TALK report sheet. The Summary section may be a picture, words, or a combination of both. As always invented, phonetic spelling is encouraged and celebrated! Thank you for your continued support in moving our children along on the Literacy Train!

Partners in Education,
Cindy Middendorf

My Book Talk

My name is _____.

The title of my book is

_____.

The author of my book is

_____.

My book is about:

(This section may include drawings and/or writing.)

References and Citations

“Oral Language”

Presented by Cindy Middendorf

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