Teaching Oral Language - Vocabulary
Students Learn to Read

from speech
to print
Children from high-income families are exposed to 30 million more words than children from families on welfare.

86 - 98% of the words used by each child by the age of three were derived from their parents’ vocabularies.

The number of words heard varied based on socioeconomic status.

On average, children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high-income families.

Children raised in middle to high income class homes had far more language exposure to draw from.

Hart & Risley, 1995
By that of age 3, spoken vocabularies of **CHILDREN** from professional families were larger than vocabulary from **PARENTS** in poor families.

Hart & Risley, 1995
Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

Age of Child

Source: Hart & Risley Study 1995
The Achievement Gap Starts Early

1,116 words
(Children in professional families)

749 words
(Children in working class families)

525 words
(Children in welfare families)

Source: Hart & Risley Study 1995
Average IQ of a child at age three, regardless of socioeconomic status of the family, correlated to low, medium, and high levels of daily talk to the child during the first three years of life.

Hart & Risley Study

Data Source: Hart & Risley Study 1995
Tune in and take turns.
WANT THAT!

NO, WREN.

WANT THAT!

NO, WREN.

WANT THAT!

NO, WREN.

AND WHAT'S YOUR NAME, CUTIE?

NO, WREN.
Tune In

- Notice what a child is focused on, and then, when appropriate, talk WITH the child about it.
- Join in!
- When? Play times, meal times, while reading.

If the child is not interested, then there will be no impact on the child’s developing brain.
Talk More

- **Talk with a child**
- **Quantity and quality**
  - More than just number of words
  - Kinds of words matter!
- **Narration - talk about what is happening as you do it**
  - Self talk - what you are doing or how to do it (I do)
  - Parallel talk - what a child is doing or should be doing (We do)
Language Stimulation Techniques

● **Self Talk** - Short sentences to describe what you are doing.
● **Parallel Talk** - Describe what the child is doing.
● **Recast** - Repeat what a child says with a correct model.
● **Expansion** - Add more information (vocab or grammar) to a child’s sentence.
- Use pictures for oral language development.
- **Who** is in the picture?
- What is he **doing**?
- Then develop the language - How is he ____? Where is he _____, etc?
- Start with this at the oral level.
- Then have the sentence frame (in sheet protectors) and they can write in with dry erase
- Reinforce - sentences start with capital letters, end with punctuation.
- Can you make a 4 word sentence, a 7 word sentence?
- Repeat the sentences of other kids. *Teachers can repeat the sentences correctly then ask the student to repeat as a whole.*

[Link to Google Drive] goo.gl/DzgBAE
Take Turns

- Engage children in conversational turn-taking
- Serve & Return
- Strive for 5

Most impactful of the 3 T’s on the developing brain.
When adults respond to a toddler’s efforts to communicate, they increase conversational skills, boost vocabulary, and propel the kids towards literacy.
Some children come to school with too little language to support comprehension.

Washing our kids in words through READ ALOUDS and oral language gives them a background in language.
Teaching Phonological Awareness - Rhyming, Alliteration, Segmenting, Blending Sounds
Predicting Poor Reading

- We can determine with over 90% accuracy whether or not a child in kindergarten will be in the bottom 10% of readers in 2nd grade by looking at:
  - phonological awareness
  - orthographic knowledge/letter naming
**What is Phonemic Awareness?**

<table>
<thead>
<tr>
<th>Phonological</th>
<th>Phonemic</th>
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<tbody>
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<td><strong>Phonological awareness</strong> is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'</td>
<td><strong>Phonemic awareness</strong> is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound. Phonemes combine to form syllables and words.</td>
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**Phonological** = big units  

**Phonemic** = smallest possible unit of sound
Phonemic Awareness
You can do it in the dark

Phonological Awareness
- Words in sentences
- Onset-Rime
- Syllables
- Rhyme/Alliteration
- Phonemic Awareness
- Addition/Deletion/Substitution
- Isolation
- Blending
- Segmenting
Research has shown that explicit phonemic awareness instruction increases reading and spelling achievement among preschoolers, primary-grade children, and students with learning disabilities.

(Ball and Blachman, 1991; Lundberg, Frost, and Petersen, 1988; Yopp, 1992)
Research Findings:

The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read.

(Marilyn Adams, 1990)
How can you help?

- Teach students to focus on the sounds in the words!
- Start BIG to small
  - whole words
  - compound words
  - Syllables
  - Onset-rime
  - Individual sounds
Phonological Awareness Hierarchy

- **Rhyming**
  - matching
  - identification

- **Alliteration**
  - matching
  - categorization

- **Blending**
  - Words, syllables
  - onset-rime units
  - phonemes

- **Segmenting**
  - syllables
  - onset-rime units
  - phonemes
Phonological Awareness

Early
- Word
- Syllables
- Alliteration
- Onset rime
- Rhyme recognition
- First sound matching

Basic
- Syllable and Compound deletion
- Phoneme segmentation
- Phoneme Blending
- Phoneme Substitution

Advanced
- Phoneme Deletion
- Phoneme Deletion (middle)
- Phoneme Reversals
- Phoneme Chaining
Willaby Wallaby Woo, an elephant sat on you.

Complete using children’s names.
- Point out specific words that rhyme.
- Have students repeat them.
- See if students can identify rhyming words.
Bouncing Sounds - Alliteration & Substitution

- Play with words by “bouncing” on the beginning sounds of children’s names or the names of other objects.
- “I see a /d/ – /d/ – /d/ – dog.”
- Say your partner’s name, beginning with the /k/ sound.
  - BELLS pg. 237-238
A monkey would like to eat only muffins, meatloaf, milk, mashed potatoes, and mushrooms.
A pig would like to eat popsicles, pudding, pizza, plums, and popcorn
A cat would like to eat...
BELLS pg. 59
Fill a bag with small toys or objects.

Grab one item, and practice determining the first **sound** in the word. (Onset)

You can also practice clapping or tapping the syllables.
Mirror, Mirror, Lead the Way. Find the Sound That I Say!
Nursery Rhymes build both oral language and phonological awareness skills!!

- Repeating a sentence & Nursery Rhymes
  - There is a strong link between the nursery rhyme knowledge of Pre-K children and their future success in reading and spelling. -MacLean, Bryant, and Bradley (1987)