

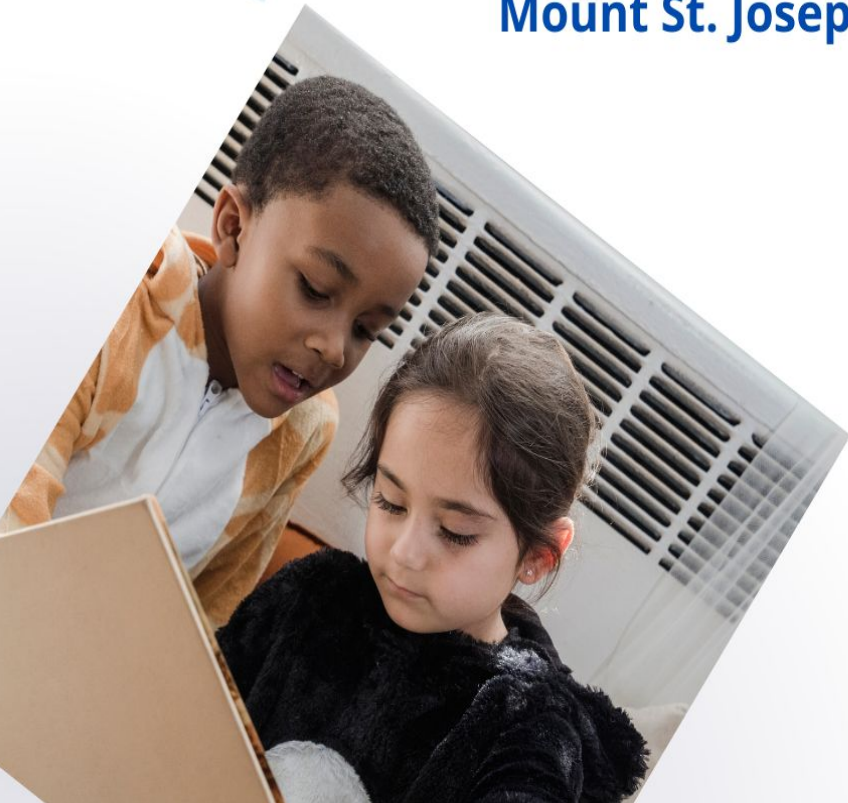
**CLIMB
HIGHER
TOGETHER
AT THE MOUNT**





Oral Language to Reading Ready

Mount St. Joseph's Reading Conference 2022





Speech Language Pathologist

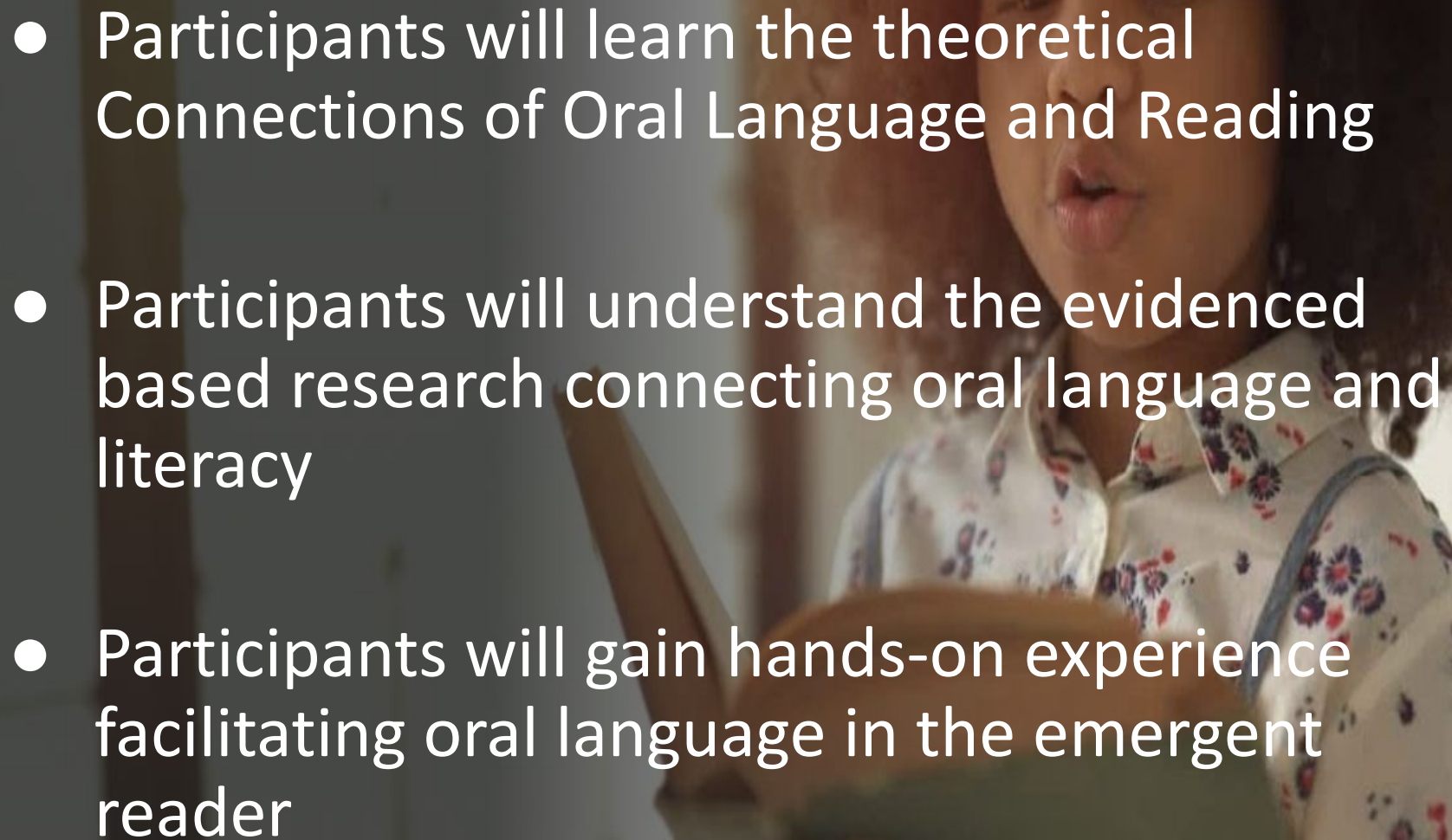
**Teacher of Speech-Hearing
Handicapped**

Literacy Coach

MSJ Trailblazer Doctoral Student



Learning Objectives

- Participants will learn the theoretical Connections of Oral Language and Reading
 - Participants will understand the evidenced based research connecting oral language and literacy
 - Participants will gain hands-on experience facilitating oral language in the emergent reader
- 
- A young girl with curly hair is shown from the chest up, wearing a white floral patterned shirt. She is holding an open book and looking down at it, appearing to be reading. The background is a soft, out-of-focus indoor setting.



Agenda

- **Theoretical Evidence**
- **What the Research Suggests?**
- **Research to Practice**
- **Closing**

baby



einsteins

The connections and strong links between oral language and literacy achievement has been referred to as the "speech to print" continuum of development, acknowledging the link between foundational skills of oral language and written text"

Tennel & Watson, 2018



-Bloom & Lahey, 1978

CONTENT

What we say

Semantics

Word meanings,
ways word meanings link
together, sequencing

FORM

How we say it

Phonology,

Morphology, Syntax

Word order, word
endings, speech

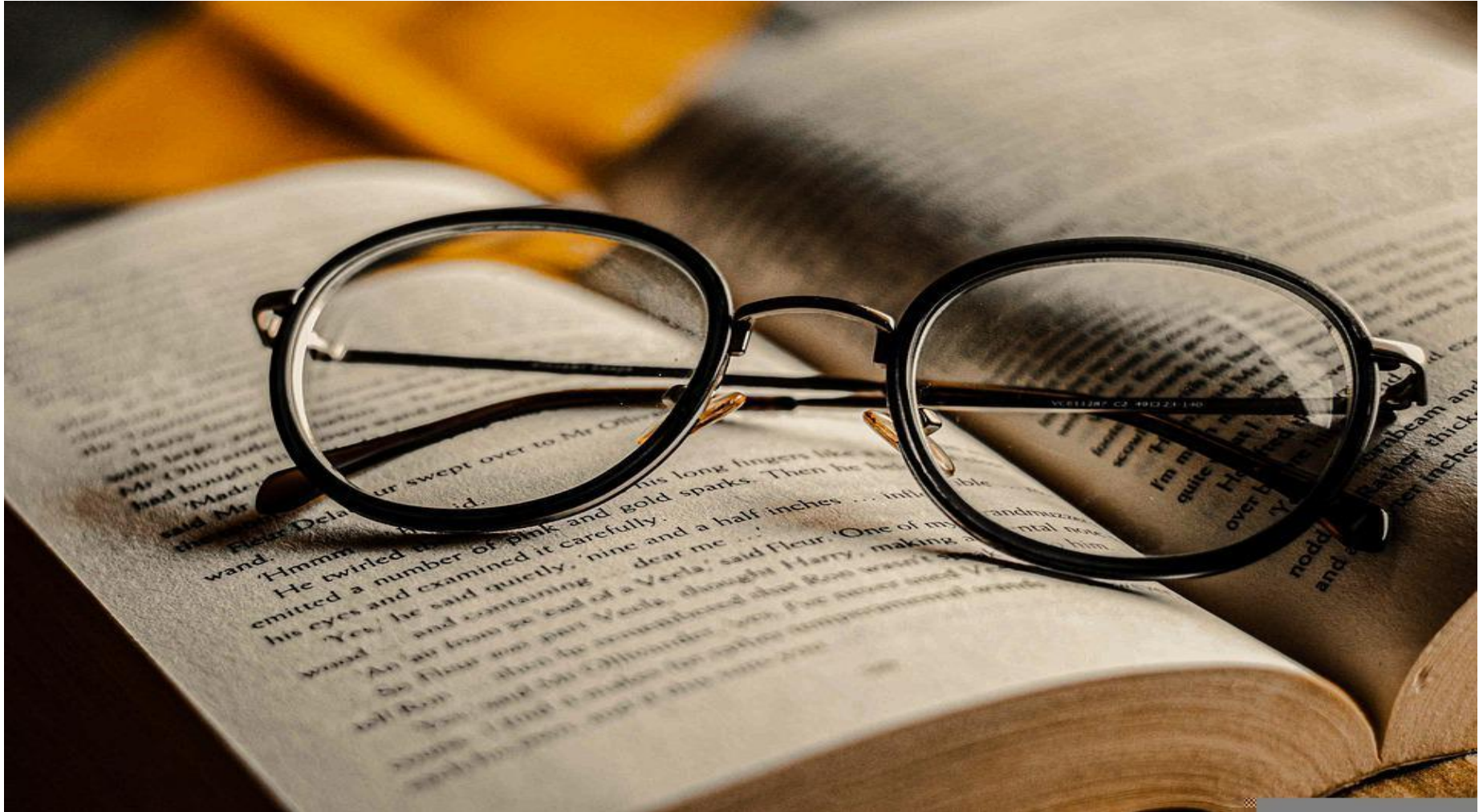
USE

Why we say it

Pragmatics

Conversation,
social rules,
matching language
to situation

What the Research Suggests



National Early Literacy Panel



- Alphabetic Knowledge
- Phonological Awareness
- RAN (letters and Numbers)
- RAN (objects)
- Writing (of their name)
- Phonological Memory





NELP: Secondary Skills

- Knowledge of Print Conventions
- Print Knowledge
- Reading Readiness
- ★ Oral Language
- Visual Processing



“Despite abundant evidence that skills in phonological awareness is important for learning to read, the precise nature of the oral language-reading connection remains underspecified”

-Roth et al, 2002



**Structural
Language**

Metalinguistics

**Narrative
Discourse**

Background



**Narrative
Discourse**

**Structural
Language**

Metalinguistics

Background

**Oral Vocabulary:
Breadth and
Depth**

**Increased
Exposure to
Print**

**Strong
Home-Community-
School Connection**



Narrative
Discourse

Productive
Vocabulary



Structural
Language

Spanish oral
language **VS.**
L2 Reading
Comprehension



Metalinguistics

Develop
Vocabulary and
Oral language
K-12



Research to Practice: Classroom Connection





- **Dialogic Reading**
- **Cognitively Challenging Questions**
- **Language Play**



Dialogic Reading



- **Form of Shared Reading**
- **Read & Question**
- **Adult comments, questions, praises, expands or provides repetition**

Cognitively Challenging Questions



Level IV: Problem Solving

Level III: Inferring, Summarizing, and Defining

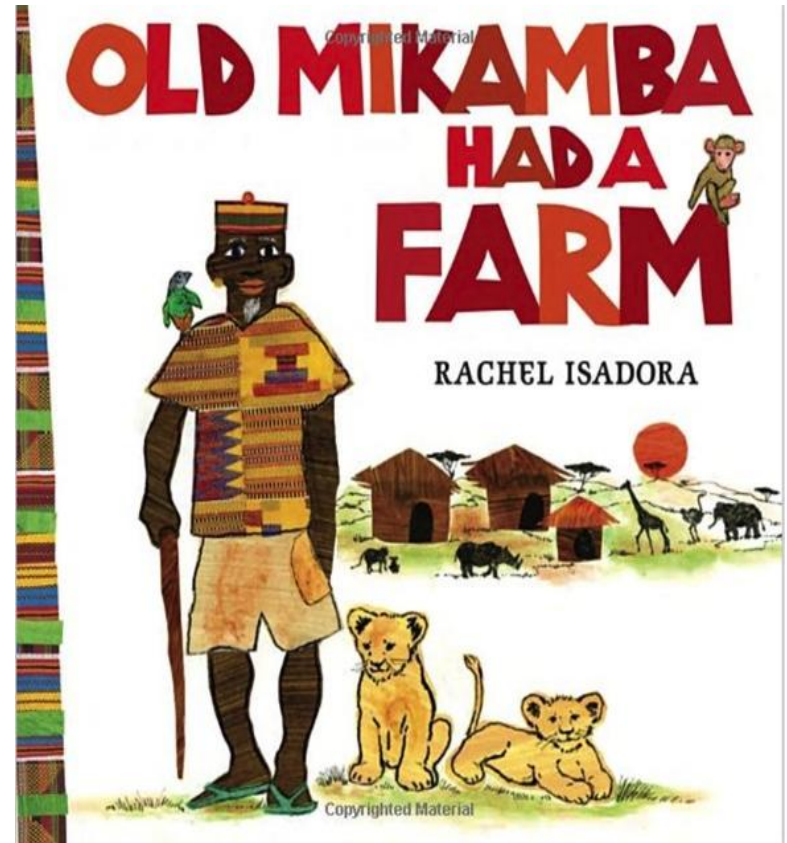
Level II: Describing and Recalling

Level I: Concrete Labels

Massey, 2004

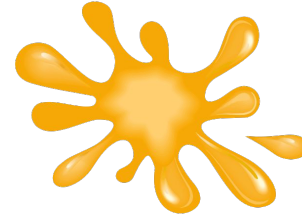
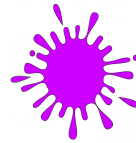
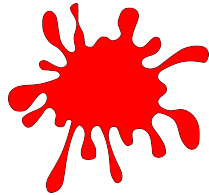
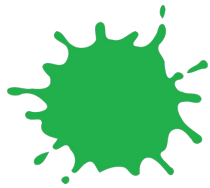
Language Play

- Alliteration
- Phonemic Awareness
- Expressive Language Play
-



Classroom Connection: Activity

Groups:



Materials:



Activity :

CLASSROOM CONNECTION

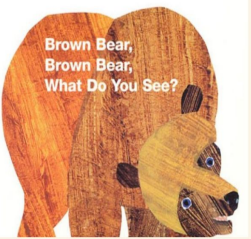
Use the book below to create questions to ask during a dialogic reading activity

Group members: 

Follow the post-it notes to create cognitively challenging questions related to the board book below. Your questions should be used to start an oral language discussion with Pre-K-K students during dialogic reading activities.

Time to complete 10 minutes; Parents preferred language is Urdu. Parents have a basic understanding of English

Bill Martin Jr / Eric Carle



Brown Bear, Brown Bear, What Do You See?

Look through the book

Develop 2-3 Level II, III or IV Questions

Document the questions on the white board

Include how you will explain the activity to engage parents

REMEMBER

Level 1: elicit labels


Level 2: elicit descriptions

Level 3: elicit responses that require judgments

Level 4: elicit solutions to problems

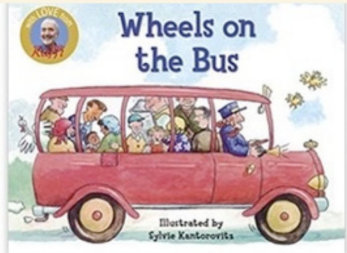
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Time to complete 10 minutes; Parents preferred language is Spanish. Parents have a basic understanding of English



Wheels on the Bus

Illustrated by Sylvia Kantorovits

Look through the book

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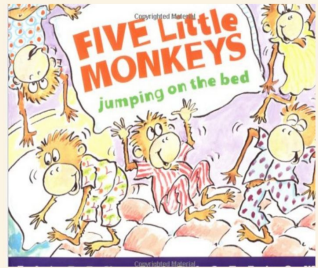
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Time to complete 10 minutes; Parents speak English have a high SES, but work 10-12 hours/day. French Creole Nanny is primarily with the child.



FIVE LITTLE MONKEYS jumping on the bed

Look through the book

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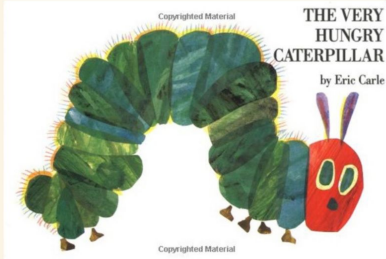
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Time to complete 10 minutes; Parents speak English but are dialect users. Parents work 10-12 hours/day



THE VERY HUNGRY CATERPILLAR

by Eric Carle

Look through the book

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5-10 Minutes

CLASSROOM CONNECTION

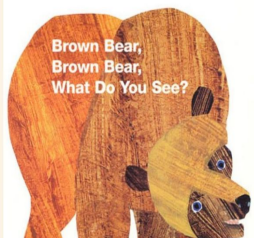
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Bill Martin Jr / Eric Carle



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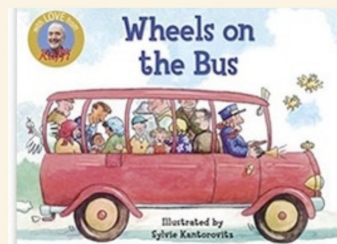
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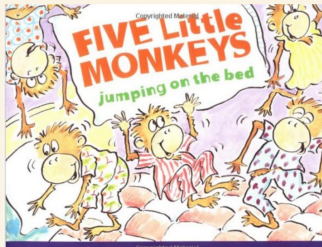
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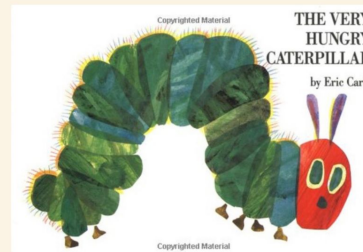
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Time to complete 10 minutes; Parents speak English but are dialect users. Parents work 10-12 hours/day



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Collaborate & Converse

CLASSROOM CONNECTION

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REMEMBER!

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“What is our role as researchers in creating the networks to allow communities to help their children/ Waiting for these children to show up in our schools and then providing extensive prevention services may result in missed opportunities for truly effective early intervention”.

Washington, 2001