



# Professional Learning Community **EMERGENT LITERACY**

## **FACILITATOR GUIDE** **Module 4: Oral Language** **(Sessions 10–12)**

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# Contents

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<b>Introduction .....</b>	<b>i</b>
Overview of the Professional Learning Community: Emergent Literacy Suite of Materials.....	i
Overview of Professional Learning Community Modules and Sessions .....	ii
Professional Learning Community Delivery Options .....	iii
<b>Preparing for Session 10: What Is Oral Language, Why Is It Important, How Do Children Develop Syntax, and How Do I Teach Syntax? .....</b>	<b>1</b>
Self-Study Reading .....	1
Gather and Prepare Materials .....	1
Review Participant Activities.....	1
Watch and Cue Up Videos .....	1
Slides and Speaker Notes .....	2
<b>Preparing for Session 11: Teaching Oral Language Through Conversations and Supporting Peer-to-Peer Language Interactions .....</b>	<b>17</b>
Self-Study Reading .....	17
Review Participant Activities.....	17
Watch and Cue Up Videos .....	17
Slides and Speaker Notes .....	18
<b>Preparing for Session 12: Oral Language and Listening Comprehension, Considerations for English Learner Students and Students With Disabilities, and Additional Resources .....</b>	<b>30</b>
Self-Study Reading .....	30
Gather and Prepare Materials .....	30
Review Participant Activities.....	30
Watch and Cue Up Videos .....	30
Slides and Speaker Notes .....	31
<b>Tables</b>	
Table 1: Five-Step Process for Each Session .....	ii
Table 2: Before Facilitating the PLC Sessions .....	iv
<b>Figure</b>	
Figure 1: Format of the Slides and Speaker Notes .....	vi

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# Introduction

Children entering kindergarten and grade 1 vary greatly in their emergent literacy skills. Because preschool teachers can help set the foundation of literacy skills related to school readiness, one way to address those gaps is to build teachers' capacity to apply evidence-based strategies in language and literacy instruction.



*Professional Learning Community: Emergent Literacy* was developed to support preschool teachers through collaborative learning experiences in a professional learning community (PLC). Preschool teachers who participate in this PLC will learn evidence-based instructional practices that can enhance their emergent literacy instruction and benefit children in their classrooms.

This Facilitator Guide for *Professional Learning Community: Emergent Literacy* and its accompanying suite of materials were prepared to enable facilitators to lead a team of preschool teachers through emergent literacy PLC sessions. Given the rich content of emergent literacy instruction addressed in these materials, the ideal facilitator will be an educator with a strong background in emergent literacy, good communication skills, and the ability to relate well to adult learners.

## Overview of the Professional Learning Community: Emergent Literacy Suite of Materials

The *Professional Learning Community: Emergent Literacy* suite of materials includes four modules: Print Knowledge, Phonological Awareness, Vocabulary, and Oral Language. Each module comprises four resources:

- A **Facilitator Guide**, which includes a structured plan to deliver professional learning, slides, and speaker notes.
- A **PowerPoint presentation**, which includes slides to project during each session (the same slides and speaker notes included in the PowerPoint presentation are included in this Facilitator Guide).
- **Classroom videos**, which show preschool teachers applying evidence-based language and literacy instructional practices. The video links are embedded in the PowerPoint presentation.
- A **Participant Guide**, which includes the emergent literacy content and activities for participating preschool teachers.

As a facilitator, you should be familiar with the content and organization of these four resources for each module. You should read the Participant Guide, read the Facilitator Guide, and watch the classroom videos before facilitating the sessions.

The *Professional Learning Community: Emergent Literacy* materials can be downloaded for free at <https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc>.



## Overview of Professional Learning Community Modules and Sessions






The modules are:

- Module 1: Print Knowledge (Sessions 1–3)
- Module 2: Phonological Awareness (Sessions 4–6)
- Module 3: Vocabulary (Sessions 7–9)
- Module 4: Oral Language (Sessions 10–12)

Each module includes 3 sessions, for a total of 12 sessions. The first two sessions of each module will take 90 minutes to complete, and the last session of each module takes about 60 minutes.

The timeline for completing the modules is flexible; they can serve as a year’s worth or more of professional learning. The number of sessions, time allotted for each session, and total time to cover all the material can be adapted to the professional learning needs of preschool teachers in your context. If the recommended time of 60 or 90 minutes is not available, complete what you can with the time you have and then pick up where you left off the next time you meet. Each session follows a five-step process for collaborative learning. Table 1 describes each step in the process and provides approximate times for each step.

**Table 1: Five-Step Process for Each Session**

Step	Description	Session Duration	
		90 Minutes	60 Minutes
<b>STEP 1</b> 	<b>Debrief</b> Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.	15	5–10
<b>STEP 2</b> 	<b>Define and Discuss Session Goals and Content</b> Facilitator gives brief statements about previous session goals and the current session’s goals: “where we’ve been and where we’re going.” Facilitator shares foundational and background information while engaging participants in discussions or activities that support prior reading.	20	15
<b>STEP 3</b> 	<b>Learn and Confirm</b> Participants explore new practices and compare them to current practices. Participants access and build their background knowledge and experiences related to the session’s topic. Participants are explicitly taught the session’s content through, for example, models, videos, and discussions.	30	10
<b>STEP 4</b> 	<b>Collaborate and Practice</b> Participants collaborate in pairs or small groups to practice applying strategies and activities.	15	15
<b>STEP 5</b> 	<b>Reflect, Plan, and Implement</b> Participants reflect on what they learned during the session, plan how the activities and strategies will be implemented in their classroom before the next session, and then implement their plan in their classroom. All participants will be prepared at the start of the next session to share their experiences.	10	5–10



# Professional Learning Community Delivery Options

It is recommended that delivery of *Professional Learning Community: Emergent Literacy* include all four modules in sequential order, so that preschool teachers better understand all essential aspects of emergent literacy. Although the modules were designed to be used as a complete set of materials, they can stand alone. A group could decide to complete one, two, or three of the modules in any order. Because later modules reference earlier ones, participants’ knowledge and understanding are enhanced when the modules are implemented as recommended.

Because the PLC sessions involve group opportunities, sessions should include at least 3 teachers and a facilitator. We recommend groups of 6–12 teachers for the PLC; however, a larger group can be accommodated as long as all participants are actively involved throughout the sessions. For a larger group we recommend one facilitator for every 15 participants.

Teacher-to-teacher learning is vital for a meaningful PLC experience. In remote or very small early learning settings, this can be difficult. But developing a hybrid model to reach these audiences or creating communities of practice within small geographic areas can help. For example, you might contact multiple early childhood education providers and pull them together for PLC meetings, meet virtually with teachers from remote locations, or design a model that combines online meetings and in-person opportunities.

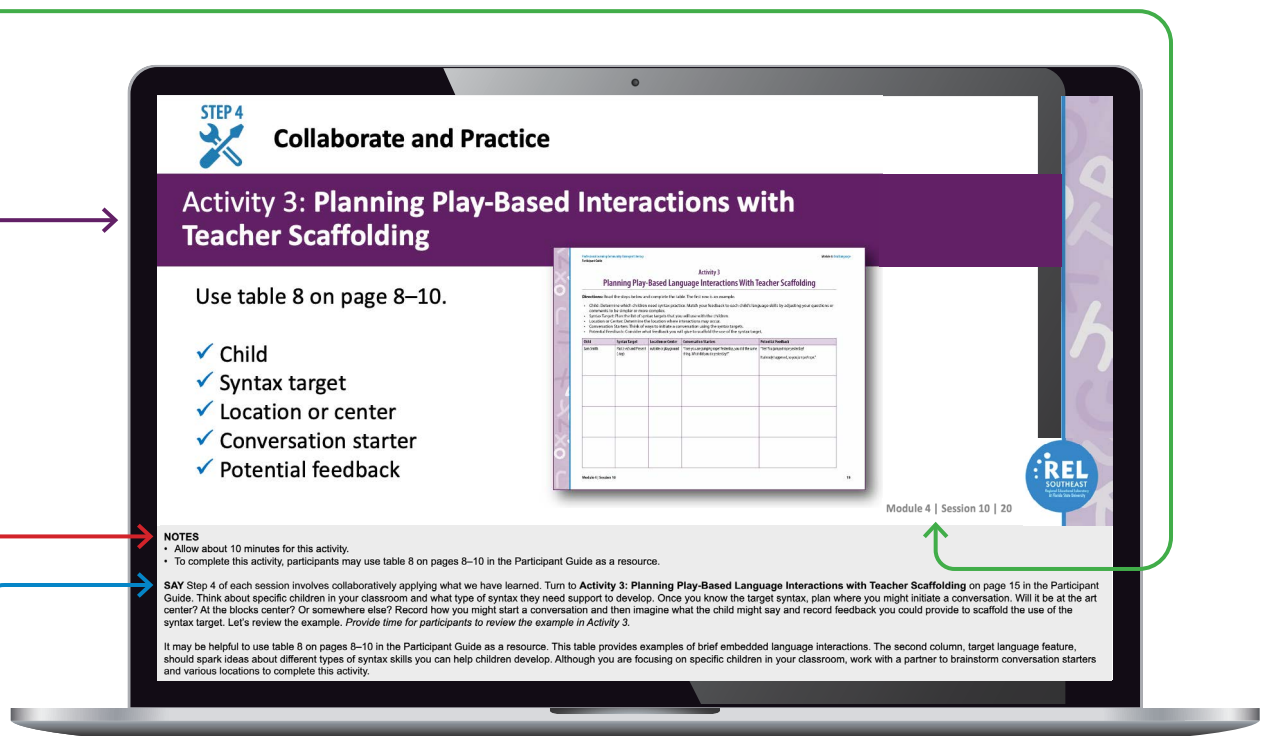
Table 2 describes tasks to be completed before facilitating a session and includes space to record notes. If you are conducting the PLC virtually via a hybrid or fully remote model, you will need to select a virtual learning platform and ensure PLC participants have the hardware, software, and access needed to participate.

**Table 2: Before Facilitating the PLC Sessions**

Task	Description	Notes
Print a <b>Participant Guide</b> for yourself and each participant.	<p>We recommend printing the entire Participant Guide, double-sided, and in color. The guide is more visually appealing in color. The guide may be spiral bound or three-hole punched and placed in three-ring binders. Other options include</p> <ul style="list-style-type: none"> <li>• Print the entire Participant Guide in black and white.</li> <li>• Print the guide without the content found at the back: slides with room for notes, reproducible materials, glossary, and references.</li> <li>• Use a hybrid of hard copies and electronic copies. Participant activities throughout the sessions require responding to questions, planning lessons, and so on. Ideally, each participant will have a hard copy of the participant activities to write reflections, plans, and notes. If you choose this hybrid option, consider printing the activities and ask participants to read the other content online.</li> <li>• Use electronic copies only, where participants view the Participant Guide on their own device and take electronic notes.</li> </ul>	
Print <b>your state's emergent literacy</b> standards for each participant.	<p>Locate online and print a copy of your state's emergent literacy standards for each participant. These emergent literacy standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3- and 4-year-olds, print out the one (or both) that matches the level participants teach. The standards may be collated and stapled.</p>	
Read the <b>Participant Guide</b> and familiarize yourself with its organization.	<ul style="list-style-type: none"> <li>• The introduction provides an overview of the sessions, the five-step process used in every session, a schedule to complete the sessions, and more.</li> <li>• Words in bold type are defined in the glossary of the Participant Guide.</li> <li>• A purple border denotes activities that participants complete during and between sessions.</li> <li>• The activities follow the Self-Study Reading that participants read <b>before</b> each session. A stop sign indicates where participants should stop reading and prepare for the next session.</li> <li>• There are handouts for notetaking, reproducible materials, glossary, and references at the back of the Participant Guide.</li> </ul>	
Gather and prepare all <b>materials</b> before each session.	<p>Before each session's slides in this document, you will find information needed to prepare for that session: self-study reading page numbers; materials to gather and prepare; participant activity titles and page numbers; and video titles, links, and duration.</p>	
Secure a convenient <b>location</b> for the sessions.	<p>Select a room that is large enough to comfortably accommodate the number of participants. Arrange tables to allow everyone to see the projected slides, participate in small- and whole-group discussions, and engage in collaborative activities in pairs or triads. Ensure internet access for the YouTube videos.</p>	

Task	Description	Notes
Secure <b>hardware</b> to facilitate the sessions.	<p>Collect the following hardware:</p> <ul style="list-style-type: none"> <li>• A device that has PowerPoint software.</li> <li>• A projector to show the PowerPoint presentation.</li> <li>• A place to project the PowerPoint presentation (such as a screen).</li> <li>• A way for participants to hear the videos.</li> </ul>	
Download the correct <b>PowerPoint presentation</b> for the module to your computer. There is one PowerPoint presentation for each module.	<p>Speaker notes are embedded in the PowerPoint presentation. The same slides and speaker notes are also included in this document. Familiarize yourself with the PowerPoint slides. See figure 1 for an image that illustrates the format of the slides and speaker notes.</p>	
Test all <b>hardware, slides, videos, and sound</b> before participants arrive		
Consider offering <b>professional learning credits</b> .	<p>Check with state and local agencies about the possibility of and process for providing participants professional learning credits (for example, continuing teacher and leader education requirements, continuing education units, or local professional learning hours).</p>	

Figure 1: Format of the Slides and Speaker Notes



The speaker notes include NOTES for you as the facilitator that are important reminders.

The speaker notes include SAY to prompt you to provide key information about concepts on each slide. The regular text under SAY indicates what you should say or paraphrase. The italicized text under SAY indicates something that you or the participants do. It is important to be familiar with the information under SAY so that you can deliver it to the participants in a conversational manner and not read it like a script.

The module number, session number, and slide number are noted in the bottom right corner of each slide.

A purple banner across the top of a slide and a purple border on the right edge indicate that the participants will complete an activity from the Participant Guide. The Participant Guide has a matching purple border on each activity.



The icon of three heads and a talk bubble means that there is a collaborative activity, usually a discussion, that is not found in the Participant Guide.



A play button icon indicates a video link on the slide.

# Preparing for Session 10

## What Is Oral Language, Why Is It Important, How Do Children Develop Syntax, and How Do I Teach Syntax?

### Self-Study Reading

Read pages 1–12 of the Participant Guide.

### Gather and Prepare Materials

Slide	Materials
12	<b>Oral Language is Included in State Standards</b> <ul style="list-style-type: none"> <li>Emergent literacy state standards (locate, print, and staple one copy per participant)</li> <li>Highlighters</li> </ul>

### Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
6	53 (Module 3)	<b>Activity 12:</b> Reflect, Plan, and Implement (Self-Study) from Module 3, Session 9
7	13	<b>Activity 1:</b> FAQs About Oral Language
19	14	<b>Activity 2:</b> Video-Viewing Guide for Play-Based Language Interactions with Teacher Scaffolding
20	15	<b>Activity 3:</b> Planning Play-Based Interactions with Teacher Scaffolding
23	16–17	<b>Activity 4:</b> Reflect, Plan, and Implement (Self-Study)

### Watch and Cue Up Videos

Slide	Title	Link	Duration
19	<b>Video 1:</b> Play-Based Language Interactions	<a href="https://youtu.be/NFBZrhPFfZc">https://youtu.be/NFBZrhPFfZc</a>	7:41
23	<b>Video 2:</b> Small-Group Explicit Instruction (Sequencing)	<a href="https://youtu.be/H09JTmeoJAo">https://youtu.be/H09JTmeoJAo</a>	8:00

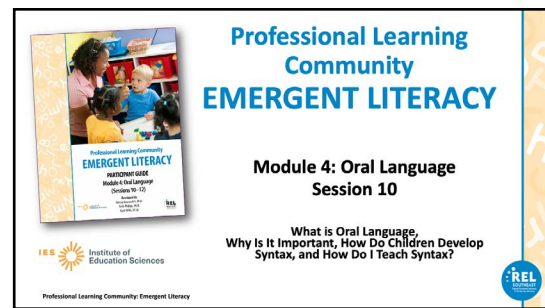
## Slides and Speaker Notes

### SLIDE 1

#### NOTES:

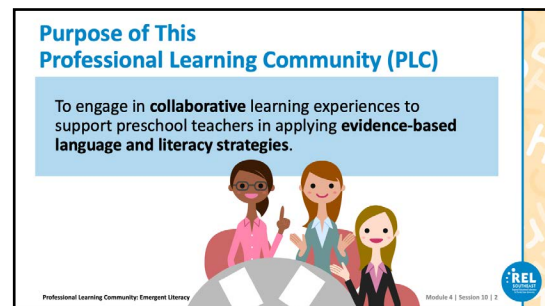
- Session 10 will take approximately 90 minutes.
- Prior to Session 10, participants will have read pages 1–12 in the Participant Guide:
  - What Is Oral Language?
  - When Does Oral Language Develop?
  - Why Is Oral Language Important?
  - How Do Children Develop Syntax?
  - How Do I Teach Syntax?
- Under “SAY” in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should **do**.*

**SAY:** Thank you for participating in our Professional Learning Community, or PLC, on Emergent Literacy. *Briefly introduce yourself. If participants do not know each other, facilitate introductions.*



### SLIDE 2

**SAY:** The purpose of our PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to learning together!



### SLIDE 3

**NOTES:** Consider your group to determine how much detail about the norms will be helpful to review.

**SAY:** PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work:

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others:** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

**Presume positive intentions:** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. Always respond positively to keep the discussions productive.

Is there anything we should add to the list?



## SLIDE 4

### NOTES:

- If you are completing this PLC in order (beginning with Module 1 and moving through Module 4) then you won't need to spend time on this slide.
- It is recommended that the sessions be completed in sequential order.
- The timeline for completing the sessions can be flexible. If the recommended time for each session is not available, complete what you can with the time you have and then pick up where you left off the next time you meet.
- Once a schedule of the sessions is established, have participants record the schedule on page v of the Participant Guide.

**SAY:** Here is an overview of the modules and sessions of this PLC. There are four modules, and each module includes 3 sessions, for a total of 12 sessions. Each module has a separate Facilitator Guide, Participant Guide, and accompanying videos. Module 1 addresses Print Knowledge, Module 2 covers Phonological Awareness, Module 3's focus is Vocabulary, and the content of Module 4 is Oral Language.

You can record the date, time, and location of each of our sessions on page vi of your Participant Guide.

Module	Topic	Session	Minutes
1	Print Knowledge	1	90
		2	90
		3	60
2	Phonological Awareness	4	90
		5	90
		6	60
3	Vocabulary	7	90
		8	90
		9	60
4	Oral Language	10	90
		11	90
		12	60

### Notes



## SLIDE 5

**SAY:** A five-step process for collaborative learning is used for every session. Table 2 on page iii of the Participant Guide describes the process. The process was adapted from Wald and Castleberry's (2000) five stages of work for groups engaging in a collaborative learning cycle. This framework will provide a predictable structure for our sessions and support our learning together. I'd like to describe each step and the icon that you will see on the slide to alert us to where we are in the process during each session.

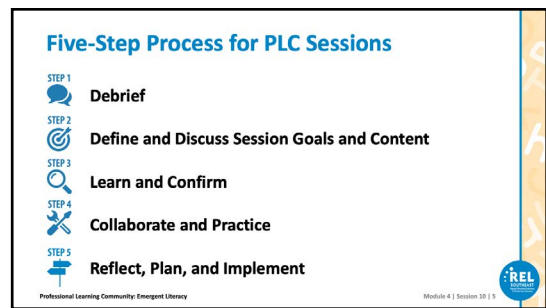
**Step 1 Debrief** is identified by talking bubbles. During step 1 you will discuss experiences and reflections about the content and an instructional practice that you planned and implemented since the previous session.

**Step 2 Define and Discuss Session Goals and Content** is identified by a target, which tells us what we will zero in on for this session. I will summarize our previous session's goals and this session's goal—a sort of “where we've been and where we're going.” I will also share foundational and background information while we engage in discussions or activities that support the Self-Study Reading that you completed prior to the session.

**Step 3 Learn and Confirm** is identified by a magnifying glass to illustrate that we will look closely at information that you read about in your Self-Study Reading. You will explore new practices and compare them to current practices. Here is where we will access and build your background knowledge and experiences related to the topic of the session. I will explicitly teach the session's content through, for example, models, videos, and discussions.

**Step 4 Collaborate and Practice** is identified by tools. Here, you will collaborate in pairs or small groups to practice applying strategies and activities.

**Step 5 Reflect, Plan, and Implement** is represented by signs with arrows pointing back, for reflect, and forward, for plan and implement. You will reflect on what you learned during the session. You will also plan how the activities and strategies will be implemented in your classroom prior to the next session, and then you will implement your plan. It is important that everyone is prepared at the start of the next session to share your experiences.



## Notes

## SLIDE 6

### NOTES:

- Allow up to 10 minutes for this activity.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask a volunteer from each small group to share with the large group.
- Activity 12 is from Module 3 (Vocabulary) so participants will need either their Participant Guide from Module 3 or their copy of Activity 12.

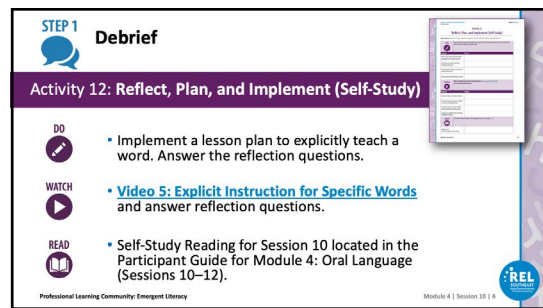
**SAY:** Each time we see this purple banner on the slide, it tells us that we will complete an activity in the Participant Guide. At the end of Module 3, Session 9, you were asked to complete **Activity 12: Reflect, Plan, and Implement (Self-Study)** on page 53 in the Participant Guide. Please turn to this activity so we can debrief and share our reflections.

**DO** You were asked to implement the lesson plan you developed to explicitly teach a specific word and answer the reflection questions. *Ask volunteers to share a quick summary of their lesson plan and answers to the reflection questions.*

**WATCH** You also watched *Video 5: Explicit Instruction for Specific Words* (<https://youtu.be/k43FasPgojA>) and answered questions about the video. Ask for volunteers to share their answers. *Emphasize the following key points if the participants do not.*

- Evidence of explicit instruction includes the teacher providing simple, child-friendly definitions, opportunities for children to say the word multiple times, and activities that actively engage children.
- The teacher prompts the children to say the word multiple times asking the children to say the target word when she provides an example.
- The teacher keeps the children actively involved by using thumbs-up or thumbs-down, sorting objects, and turn and talk.
- An example of how the teacher scaffolded instruction is when the child was trying to determine whether raisins were dairy or nondairy. The teacher shows milk and reminds the child that things made from milk are dairy products.

**READ** What were some questions or comments you recorded after you completed the Self-Study Reading for Module 4, Session 10? *Discuss participants' questions and comments.*



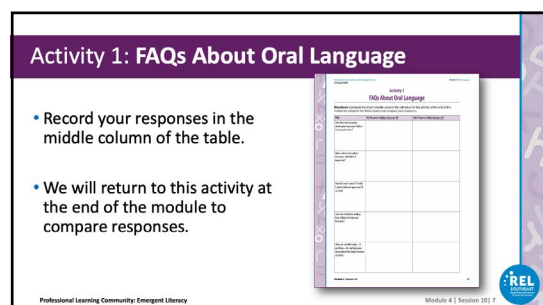
## SLIDE 7

**NOTES:** Allow 5 minutes for this activity.

**SAY:** Let's look at **Activity 1: FAQs About Oral Language** on page 13 in the Participant Guide. Please take 5 minutes to read each frequently asked question and record a response in the second column of the table.

*Participants work independently for 5 minutes to answer FAQs.*

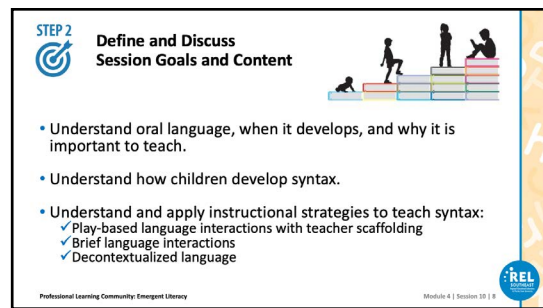
We are not going to discuss your answers now but will return to these FAQs at the end of this module. At the end of Session 12, you will answer these questions again (in the third column) and reflect on how your answers changed after the three sessions on oral language.



## SLIDE 8

**SAY:** During this session we will dive into the content that you read prior to this session. One goal for Session 10 is to understand oral language, when it develops, and why it is important to teach. Another goal is to understand how children develop syntax and how to teach syntax. The instructional strategies to teach syntax that we will discuss and practice are using play-based interactions with teacher scaffolding, embedding brief language interactions throughout the day, and encouraging the use of decontextualized language.

To reach these goals, we will follow the five-step process previously described. Activities include discussions, watching and reflecting on videos, practicing instructional strategies, making instructional plans, and implementing and reflecting on those plans.



## SLIDE 9

## NOTES:

- Allow 5 minutes.
- Turn and Talk is a commonly used activity to encourage accountable talk that is purposeful to learning a concept or skill. The facilitator poses a question, participants turn and talk to a shoulder partner about the question, and volunteers share out highlights from the paired discussion.
- A shoulder partner is someone you are sitting next to.

**SAY:** Each time you see this icon (three heads talking) on the slide, it means we have a collaborative activity, usually a discussion, that is not in the Participant Guide.

Consider the questions on the slide. To discuss these questions, we will use a method for accountable talk called **Turn and Talk**. This is where you take turns talking and listening with your shoulder partner, or the person next to you. You can do this in your classroom too. This is an excellent way to have every child in your classroom engaged at once rather than calling on one child at a time to respond.

Now, let's try it. Turn and talk to your shoulder partner about the questions on the slide: What is oral language? When does it develop? Why is oral language important? We will share out ideas in 1 minute.

*Participants turn and talk for 1 minute. Then ask volunteers to share ideas.*



## SLIDE 10

**SAY:** We learned in Module 3 of this PLC that vocabulary knowledge is a key element of oral language. **Oral language** is the system of words and word combinations used to communicate with others through speaking and listening.

In the Self-Study Reading, you read that **oral language develops right from birth**, when infants become aware of sounds and words being spoken by adults around them.

- During the first year, babies begin to communicate using sounds, gestures, and their first words.
- Toddlers begin to use language to express how they feel, share ideas, and give opinions by using simple sentences.
- Preschoolers begin to use more complex sentences and improve their oral language by using the language they hear from the adults around them, through interactions and conversations, and through hearing new ideas expressed to them through oral stories and books that are read to them.

From sounds, gestures, single words, simple sentences, to complex sentences and engaging in conversations—a child acquires a great deal of oral language from birth through preschool! General milestones for children ages 3–5 can be found in a source from the American Speech-Language-Hearing Association in the Additional Resources section in the Participant Guide. This source depicts typical speech and language development charts that include when most children reach each speech and language milestone: <https://www.asha.org/public/speech/development/chart/>.

**We use oral language to express and comprehend knowledge, ideas, and feelings.** It's important to keep in mind that oral language is the foundation on which all emergent literacy and later reading is built! Paying attention to, facilitating the growth of, and teaching oral language are critically important.

One of the most effective ways for preschool teachers to support children's oral language is through language interactions. This entire module is focused on techniques to plan and facilitate meaningful language interactions that support children's development in syntax, engagement in conversations, and growth in listening comprehension.


### Oral Language

- Is the system of words and word combinations used to communicate with others through speaking and listening.
- Develops from birth!
- Is used to express and comprehend knowledge, ideas, and feelings.



Professional Learning Community: Emergent Literacy

Module 4 | Session 10 | 10



### Notes

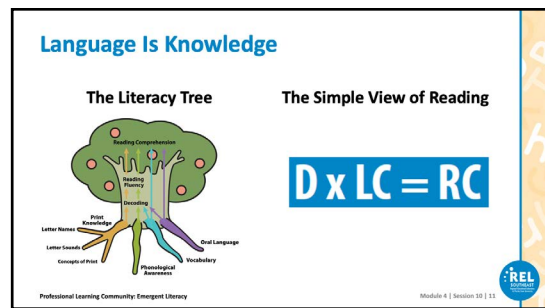
## SLIDE 11

**SAY:** Remember the Literacy Tree animation that we reviewed in Module 2 (Phonological Awareness)? We learned that oral language is connected to all aspects of literacy. The roots of the literacy tree—print knowledge, phonological awareness, vocabulary, and oral language—nourish and support the tree so it can grow. It's also important to know that there is strong evidence connecting oral language skills in early childhood with success in reading, math, science, social skills, and self-regulation throughout schooling.

For example, to succeed in math and science, children need to be able to understand information that they hear or read and communicate what they know. This involves listening and speaking, both of which are part of oral language. Listening and speaking allow children to communicate their own thoughts and experiences, which are essential for self-regulation and social skills. More sophisticated oral language skills allow children to more easily develop friendships, ask for help, express feelings, and adapt to challenges and new situations at school and at home.

In Module 3 (Vocabulary) we learned about the Simple View of Reading, in which reading comprehension equals the product of decoding and language comprehension. Understanding word meanings, concepts, and sentence structures presented in text—whether the child reads it or listens to it being read—enables the reader, or listener, to understand the meaning. Like the literacy tree, the Simple View of Reading conveys that oral language is directly related to reading comprehension. In fact, reading comprehension depends on language abilities.

If there was no such thing as reading, **oral language** would be one of the most important skills to develop because it permeates almost every aspect of life!



## Notes

## SLIDE 12

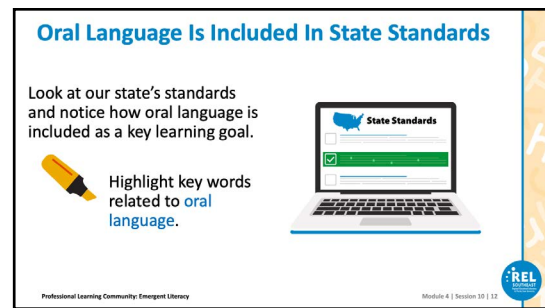
### NOTES:

- Allow 5 minutes.
- Locate and print a copy of your state's emergent literacy standards for each participant. The emergent literacy state standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3 and 4-year-olds, print out the one (or both) that matches the level participants teach.
- Provide highlighters for marking the state standards.

**SAY:** Standards are what a child should know and be able to do by the end of the school year. Each state addresses standards related to oral language within its early learning standards. If you work with 3 and 4-year-old children, it is important to become familiar with your state's learning standards for both age-ranges. In fact, since children's learning and development are not uniform, it is helpful for all teachers to be familiar with learning progressions so they can build upon the individual and developmental characteristics of each child. When reviewing your state's standards for 3- and 4-year-olds, you may find that they are located within different documents. For example, many states include 3-year-old standards within early learning guidelines for children birth through three. In addition, it can be helpful to familiarize yourself with the kindergarten standards related to language and literacy in your state. These are likely in a separate document as well.

1. Look at our state's standards and notice how oral language is included as a key learning goal for children.
2. Highlight key words related to oral language that we have discussed or that you read about in your Self-Study Reading.

*Allow 3 minutes for participants to review oral language standards. Verify that participants have highlighted words related to oral language (For example: communication, listening, speaking, verbal, nonverbal, ask questions, grammar, phrases, sentences).*



### Notes



## SLIDE 13

**SAY:** Syntax is an aspect of oral language and includes the rules used to put words together to make phrases and sentences. The complexity of children's syntactic development increases over time, typically in systematic ways.

Review table 5 on page 5 in the Participant Guide. This table shows an example of a child's oral language development over time. What do you notice about syntactic development? What about the development of other grammar rules?

*Allow 30 seconds for participants to review. Ask volunteers to share responses. Emphasize the following information if the participants do not.*

- *Syntactic development begins with putting two words together in a phrase, then putting more words together for a complete sentence or to ask a question, and then putting two ideas together into one complex sentence.*
- *Other grammatical rules include the use of plurals (crackers), suffixes (-ing), and past tense conjugations (ate).*

Preschoolers and kindergarten children are not directly taught syntax and grammar rules and most learn to follow spoken sentence structures used by the people around them simply by listening to others' speech patterns. Some children need a little more support than others. At the preschool level, the goal is to support development by planning ample opportunities for them to hear these speech patterns and practice using these speech patterns themselves.

**Syntax**

- Rules used to put words together to make meaningful phrases and sentences.
- An element of grammar.
- Syntactic development
  - ✓ Sounds
  - ✓ Syllables
  - ✓ Words
  - ✓ Phrases
  - ✓ Sentences

Professional Learning Community: Emergent Literacy | Module 4 | Session 10 | 13

## SLIDE 14

**SAY:** As we have read and discussed in this PLC, children's language develops through interactions with more knowledgeable peers, typically family members and teachers. When adults model complex language, children start to imitate and learn the syntax of language. However, modeling is not enough! It's important to talk with children and provide real opportunities for them to talk as much as possible. This session discusses three strategies that you can use in your classroom to support children's syntax and overall grammar development.

- **Using play-based interactions with teacher scaffolding** means to embed incidental supports for language development within regularly occurring play-based conversations that follow children's interests.
- **Embedding brief language interactions** means to include very brief but intentional opportunities for children to practice new phrases and more complex sentence structures in daily routines such as transitions, centers, and circle time.
- **Encouraging decontextualized language** means to create opportunities to talk about the past and the future using decontextualized language.

You read about each of these strategies in the Self-Study Reading. Here, we will discuss, practice, and plan to apply them.

**How to Support Children's Syntax and Grammar Development**

- Modeling is important but not enough.
- Talk **with** children and provide meaningful opportunities for them to talk as much as possible through
  - ✓ Using play-based interactions with teacher scaffolding.
  - ✓ Embedding brief language interactions.
  - ✓ Encouraging decontextualized language.

Professional Learning Community: Emergent Literacy | Module 4 | Session 10 | 14



## SLIDE 15

**SAY:** Module 3 discussed the importance of play for a preschooler's growth and development. One type of play is free play, which is totally child-directed and typically lacks adult involvement. The other type is referred to as play-based interactions. Play-based interactions is when the teacher supports children's language development during play while allowing children to direct their own play activities. Both types of play are important and should be a daily part of every preschool classroom.

Scaffolding is a feature of effective instruction discussed in every module of this PLC. Scaffolding is when you provide feedback to help children demonstrate a skill or concept when they could not otherwise do so on their own. The same scaffolding techniques that we practiced for play-based interactions in Module 3 to support vocabulary growth also apply to supporting children's syntactic development. Those strategies included asking questions, providing meaningful feedback, introducing new vocabulary words, and using wait time effectively.

The goal of play-based interactions is for you to scaffold children's language development during play while allowing children to direct their own play activities. Scaffolding techniques used during play-based interactions allow children to acquire new information during activities in which they are already engaged.

### Using Play-Based Interactions with Teacher Scaffolding

- Free play and play-based interactions with teacher scaffolding should be a daily part of every preschool classroom.
- Scaffold children's language development as they direct their own play activities.



Professional Learning Community: Emergent Literacy

Module 4 | Session 10 | 15


## SLIDE 16

**SAY:** Let's talk about two scaffolds you can use during play-based interactions, **recasts** and **expansion**. A recast is when you repeat a child's utterance with varied syntax to model more correct language. For example, if you are outside jumping rope and a child says, "He jump," you can recast by saying, "Yes. He **jumped**." When you respond, use your tone to stress and highlight the words you want the child to focus on. In this example you want the child to change the verb tense from present tense to past tense, jump to **jumped**.

Notice how, in the example, the teacher didn't say, "No, that's not right, say **jumped**, not jump." Recasts are intended to model language for children without correcting them. It is important that you do not prompt the child to repeat your recast.

**Expansion** is when you repeat a child's utterance with a few additional words and, often, slightly more advanced sentence structure. For example, if a child says, "She paint," you can respond with the expansion, "Yes, she is painting at the art center." The expansion repeated the child's utterance and added a few words to provide a more sophisticated language model. As with the recast, do not ask the child to repeat your expansion.

### Scaffolds for Play-Based Interactions



<b>Recast</b> Repeating a child's utterance with varied syntax to model more correct language. <i>Child: "He jump."</i> <i>Teacher: "Yes. He <b>jumped</b>."</i>	<b>Expansion</b> Repeating a child's utterances with a few additional words and, often, slightly more advanced sentence structure. <i>C: "She paint."</i> <i>T: "Yes. She is painting at the art center."</i>
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Professional Learning Community: Emergent Literacy

Module 4 | Session 10 | 16

## SLIDE 17

**SAY:** Recasts and expansions have more in common than being effective instructional scaffolds. When using a recast or expansion, refine the word or grammatical element immediately after the child says it. When you respond, use your tone to stress and highlight the words you want the child to focus on. Both scaffolds are intended to model language for children without correcting them. It is important that you do not prompt the child to repeat your recast or expansion.

## Scaffolds: Recasts and Expansions

- Refine the word or grammatical element immediately after the child says it.
- Use stress and intonation to highlight the words you want the child to focus on.
- Model language for children without correcting them.

Professional Learning Community: Emergent Literacy

Module 4 | Session 10 | 17



## SLIDE 18

## NOTES:

- Allow about 5 minutes for this activity.
- Discuss one child utterance at a time.

**SAY:** Let's look at some example phrases that a child might say. With your shoulder partner, discuss whether the teacher should respond with a recast or an expansion. Then record your idea for a teacher response.

*Allow 5 minutes for participants to complete the activity and then ask for volunteers to share their responses. Example responses are below, if needed. Participant responses do not need to match the examples exactly.*

- *I want grapes. Expansion. You want sweet green grapes.*
- *I goed fast. Recast. You **went** fast.*
- *I made this picture for you. Expansion. You made this colorful picture of a rainbow for me.*
- *I can't will go today. Recast. You **will** go today.*
- *They wants to go. Recast. They **want** to go.*
- *I made a tower. Expansion. You built a tall tower.*

## How Would You Recast or Expand?

- I want grapes.
- I goed fast.
- I made this picture for you.
- I can't will go today.
- They wants to go.
- I made a tower.



Professional Learning Community: Emergent Literacy

Module 4 | Session 10 | 18



## Notes

## SLIDE 19

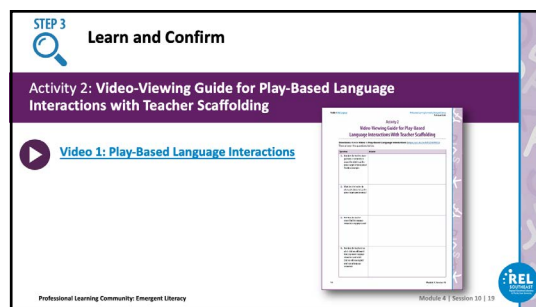
### NOTES:

- Allow about 20 minutes for this activity.
- If needed, pause and rewind the video to review aspects of it.

**SAY:** Turn to **Activity 2: Video-Viewing Guide for Play-Based Language Interactions with Teacher Scaffolding** on page 14 in the Participant Guide. You will answer questions during and after you view the video. Please take a moment to scan the questions in Activity 2 before I start the video.

Now, let's watch **Video 1: Play-Based Language Interactions** (<https://youtu.be/NFBZrhPfZc>). In this video the children learn syntax during play-based interactions. Notice the different settings in which the teachers model syntax. *Play the video. Allow participants time to answer the questions and then ask volunteers to share answers. Emphasize the following information if the participants do not.*

1. To prompt a child to say a syntax target:
  - When the teacher's target syntax is time prepositions, she asks "when" questions. When the teacher's target syntax is adverbs, she asks "how" questions. When the teacher's target syntax is location prepositions, she asks "where" questions.
  - When the teacher's target syntax is the conjunction *or*, she repeatedly asks "which one" will you "choose." Forced choice is used as a scaffold only when the children are unable to produce the target on their own.
  - When the children are drawing, the teacher asks, "**How** are you drawing the rainbow?"
2. When a child does not say the syntax target spontaneously, the teacher provides a forced choice. For example, "**How** are you drawing—quickly or slowly?" The teacher can also model the response and have the child repeat.
3. To ensure that the language interactions stay play-based, the teacher inserts herself into interactions that are already taking place between the children. Interactions included block center, drawing time, and science center. She even follows their lead in those interactions.
4. Children with average to above-average language skills will benefit from play-based language interactions and will typically not need more explicit instruction. Children with below-average language skills may need more explicit support through small-group instruction and more frequent opportunities to practice language.



## SLIDE 20

## NOTES:

- Allow about 10 minutes for this activity.
- To complete this activity, participants may use table 8 on pages 8–10 in the Participant Guide as a resource.

**SAY:** Step 4 of each session involves collaboratively applying what we have learned. Turn to **Activity 3: Planning Play-Based Language Interactions with Teacher Scaffolding** on page 15 in the Participant Guide. Think about specific children in your classroom and what type of syntax they need support to develop. Once you know the target syntax, plan where you might initiate a conversation. Will it be at the art center? At the blocks center? Or somewhere else? Record how you might start a conversation and then imagine what the child might say and record feedback you could provide to scaffold the use of the syntax target. Let's review the example. *Provide time for participants to review the example in Activity 3.*

It may be helpful to use table 8 on pages 8–10 in the Participant Guide as a resource. This table provides examples of brief embedded language interactions. The second column, target language feature, should spark ideas about different types of syntax skills you can help children develop. Although you are focusing on specific children in your classroom, work with a partner to brainstorm conversation starters and various locations to complete this activity.

*Allow 10 minutes for participants to complete the activity and then ask for volunteers to share their responses.*

**STEP 4 Collaborate and Practice**

**Activity 3: Planning Play-Based Interactions with Teacher Scaffolding**

Use table 8 on pages 8–10.

- ✓ Child
- ✓ Syntax target
- ✓ Location or center
- ✓ Conversation starter
- ✓ Potential feedback

## SLIDE 21

**SAY:** Supporting language development in the preschool classroom includes frequently embedding short but powerful opportunities for children to practice using sophisticated language features such as prepositions and adverbs.

If you consistently embed language interactions throughout the day, little by little, you will notice children's language grow! The length, complexity, and variety of the phrases children use will increase.

These brief language interactions use a systematic, multiturn format where the first turn is yours. You model the new language feature and then provide a verbal prompt for the child to give it a try. Your next turn includes feedback to the child based on their response. You will provide positive feedback if the child uses the language feature correctly. Otherwise, you can use a gentle recast or expansion that provides a second model of how the language feature works.

**Embedding Brief Language Interactions**

Conversations about experiences children have and discussions you facilitate about books read to children. These conversations are:

- ✓ Embedded throughout the day.
- ✓ Brief.
- ✓ Frequent.
- ✓ Used one-on-one or with larger groups.
- ✓ Opportunities to provide feedback.

## SLIDE 22

**SAY:** Decontextualized language means talking about events from the past, from the future, and from our imaginations. It is language used to describe something that is not in the here and now. This type of language is often used during book discussions, which are discussed in Session 12. Here, we discuss how to support children's decontextualized language without books.

Learning to use decontextualized language can support children's syntax and grammar. For example, it may be effective to ask children about events that happened in the past or future when you weren't around. By asking a child what she did over the weekend, she can't just say, "I gave him a bath," because you don't know who "him" is. You will naturally have more questions than if the event took place while you were present. Asking questions will encourage the child to describe more precisely. By modeling and encouraging this precise language, you show how to create an accurate and specific visual representation of the message you are communicating. As with other aspects of language, modeling is not enough. It is important to provide children with many opportunities to practice using precise language themselves.

Look at the list of ways to provide children opportunities to practice using decontextualized language on pages 11–12 in the Participant Guide. Put a star next to two of the ways that you plan to try in your classroom. Allow 2 minutes for participants to review the list. *Then ask for volunteers to share their responses.*

**Encouraging Decontextualized Language**

- Language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment.  
"This weekend I gave my brown furry dog a soapy bath. What did you do this weekend?"
- Modeling is not enough.
- Provide numerous opportunities for children to practice using precise language.

## SLIDE 23

### NOTES:

- Allow 5 minutes to complete this activity.
- After you explain the DO, WATCH, READ activities, announce the date and time of the next session. Ask participants to note it on page v of their Participant Guide.
- Follow up with an email so PLC members will note it in their calendars.

**STEP 5 Reflect, Plan, and Implement**

**Activity 4: Reflect, Plan, and Implement (Self-Study)**

- DO**
  - Implement the play-based language interactions plan (Activity 3). Answer the reflection questions.
- WATCH**
  - [Video 2: Small-Group Explicit Instruction \(Sequencing\)](#) and answer the reflection questions.
- READ**
  - Self-Study Reading for Session 11 on pages 18–28.
  - Optional: One resource from the Additional Resources section.

**SAY:** At the end of each session, we will review what you should DO, WATCH, and READ before the next session. These self-study activities will take about 30–60 minutes. Let's look at **Activity 4: Reflect, Plan, and Implement** on pages 16–17 in the Participant Guide.

**DO** Implement the play-based language interactions lesson planned during this session (Activity 3). Then answer the reflection questions. *Review the questions.*

**WATCH Video 2: Small-Group Explicit Instruction (Sequencing)** (<https://youtu.be/H09JTmeoJAO>). Answer the reflection questions on Activity 4. *Review the questions.*

**READ** Self-Study Reading for Session 11 on pages 18–28 of the Participant Guide. If you'd like to, read at least one resource from the Additional Resources section on pages 43–45. Note any questions and comments you have about the readings.

**SLIDE 24**

**SAY:** We have now completed Session 10! Thank you for your collaboration and a great PLC session on emergent literacy!

**Notes**

# Preparing for Session 11

## Teaching Oral Language Through Conversations and Supporting Peer-to-Peer Language Interactions

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### Self-Study Reading

Read pages 18–28 of the Participant Guide.

### Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
28	16–17	<b>Activity 4:</b> Reflect, Plan, and Implement (Self-Study) from Session 10
37	29	<b>Activity 5:</b> Video-Viewing Guide for Engaging in Multiturn Conversations
40	30	<b>Activity 6:</b> Conversations Starters and Continuers
44	31	<b>Activity 7:</b> Reflect, Plan, and Implement (Self-Study)

### Watch and Cue Up Videos

Slide	Title	Link	Duration
37	<b>Video 3:</b> Engaging in Multiturn Conversations	<a href="https://youtu.be/EsYcG_wAhxg">https://youtu.be/EsYcG_wAhxg</a>	6:59



## Slides and Speaker Notes

### SLIDE 25

#### NOTES:

- Session 11 will take approximately 90 minutes.
- Prior to Session 11 participants will have read content in the Participant Guide:
  - Teaching Oral Language Through Conversations
  - Engaging in Multi-Turn Conversations
  - Modeling Language During Conversations
  - Providing Strategic Scaffolding During Conversations
  - Supporting Peer-to-Peer Language Interactions
- Under "SAY" in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should **do**.*

**SAY:** Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 90 minutes to continue Module 4: Oral Language. This is Session 11. *Briefly introduce yourself and facilitate introductions of participants, if needed.*

### SLIDE 26

**SAY:** As a quick reminder, the purpose of our PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!

### SLIDE 27

#### NOTES:

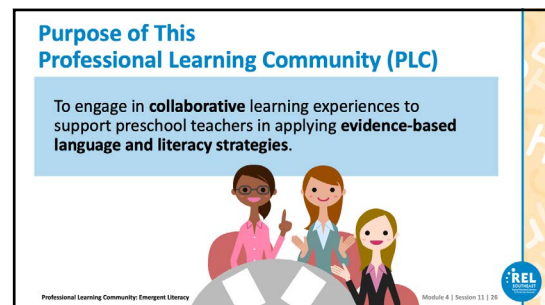
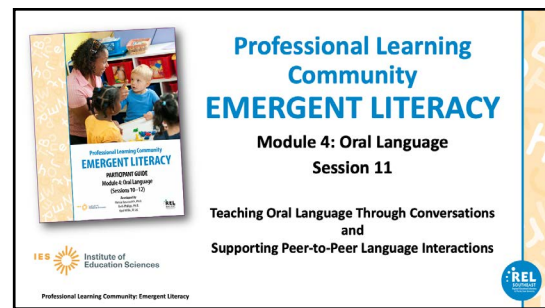
Consider your group to determine how much detail about the norms will be helpful to review.

**SAY:** PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work:

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others:** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

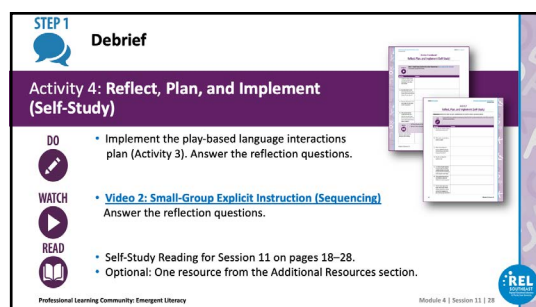
**Presume positive intentions:** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. Always respond positively to keep the discussions productive.



## SLIDE 28

### NOTES:

- Allow about 15 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask for a volunteer from each triad to share with the large group.



**SAY:** Let's dive back into oral language! Before coming to this session, you completed **Activity 4: Reflect, Plan, and Implement** in the Participant Guide (from Session 10). These self-study activities included something to DO, something to WATCH, and something to READ. Please turn to this activity on pages 16–17 so we can debrief and share our reflections.

**DO** You implemented the play-based language interactions lesson planned during the last PLC session (Activity 3). Then you answered the reflection questions. *Ask for volunteers to share their reflections.*

*Emphasize the following information if participants do not. Note that numbers below match question numbers in the activity. Answers will vary for questions 2, 3, 6, and 7.*

*I chose children who were in most need of syntax practice. Children who have not had sufficient experiences to form a sound syntactical knowledge base.*

*4. I inserted myself and syntax targets into activities in which the children were already engaged.*

*5. Scaffolds may include recasts, expansions, modeling, repeat after me, and forced choice.*

**WATCH** Now, let's turn our attention to the video you watched, Video 2: Small-Group Explicit Instruction (Sequencing) (<https://youtu.be/H09JTmeoJAo>). *Ask for volunteers to share their responses to the reflection questions. Emphasize the following information if the participants do not.*

### Key Points About the Video

1. *Not all children need small-group explicit syntax instruction. Small-group instruction supports children who need additional opportunities to hear and practice syntax. Most children with average or above-average language skills make appropriate progress in syntax development from consistent experiences with modeling and play-based interactions without small-group instruction.*
2. *The teacher doesn't use the parts of speech labels (noun or verb) because the children don't need to know the parts of speech labels as much as they need to know the purpose and how to use those parts of speech in sentences.*
3. *The teacher emphasizes the correct word, missing word, or the correct way to say the word. She doesn't explicitly point out the error or tell children that they are wrong. For example, when the girl says, "The girl jump in the pool," the teacher repeated the sentence with correct verb conjugation. She said, "The girl jumps in the pool."*
4. *For example, if the child got bike, ask, and mouse, the teacher could say, "What did the bike **do**?" After the child says "ask," the teacher could ask, "Who did the bike ask?" This should prompt the child to say "the mouse." Then the teacher should put all the words together into a sentence and have the child repeat the sentence after the teacher: "The bike asked the mouse." The teacher also will stress that this sentence doesn't make sense or is silly.*

**READ** You were asked to complete the Self-Study Reading for Session 11 on pages 18–28 in the Participant Guide. You also had the option to select and read a resource from the Additional Resources section. What were some comments or questions you noted about what you read?

## SLIDE 29

**SAY:** During Session 10 we learned about when oral language develops and why it is important to plan for and implement oral language opportunities for children every single day! We also learned about how children develop syntax and that we can incorporate syntax instruction throughout our daily activities with children through play-based interactions with teacher scaffolding, embedding brief language interactions throughout the day, and encouraging the use of decontextualized language.

Our goals in Session 11 are to learn how to support children's oral language development through conversations and to understand the importance of pragmatics. We'll learn about and practice conversational strategies to support oral language development by engaging in multiturn conversations, modeling during conversations, and providing strategic scaffolding during conversations. Finally, we will learn how to support peer-to-peer language interactions.

To do this, we will have discussions, watch and reflect on videos, practice instructional strategies, make instructional plans, and implement and reflect on those plans.

**STEP 2 Define and Discuss Session Goals and Content**

- Review main ideas from Session 10.
- Goals for Session 11 include understanding the importance of daily conversations and paying attention to pragmatics.
- Learn conversational strategies that will support oral language development:
  - Engaging in multiturn conversations
  - Modeling language during conversations
  - Providing strategic scaffolding during conversations
- Learn how to support peer-to-peer language interactions.

Professional Learning Community: Emergent Literacy | Module 4 | Session 11 | 29

## SLIDE 30

**NOTES:**

- Allow 3 minutes.
- Turn and Talk is a commonly used activity to encourage accountable talk that is purposeful to learning a concept or skill. The facilitator poses a question, participants turn and talk to a shoulder partner about the question, and volunteers share out highlights from the paired discussion.
- A shoulder partner is someone you are sitting next to.

**SAY:** Each time you see this icon (three heads talking) on the slide, it means we have a collaborative activity, usually a discussion, that is not in the Participant Guide.

Consider the questions on the slide. To discuss these questions, we will use a method for accountable talk called **Turn and Talk**. This is where you take turns talking and listening with your shoulder partner, or the person next to you. You can do this in your classroom too. This is an excellent way to have every child in your classroom engaged at once rather than calling on one child at a time to respond.

Now, let's try it. Turn and talk to your shoulder partner about the questions on the slide: How do you encourage conversations in your classroom? Who does most of the talking in your classroom? We will share out ideas in 1 minute.

*Participants turn and talk for 1 minute. Then ask volunteers to share ideas.*

**Turn and Talk**

- How do you encourage conversations in your classroom?
- Who does most of the talking in your classroom?

Professional Learning Community: Emergent Literacy | Module 4 | Session 11 | 30

## SLIDE 31

**SAY:** A conversation is simply two or more people talking with each other to share ideas and information. Children love to talk, don't they? Children especially love to talk to adults. They say such things as, "Look at me!", "Did you see that?", "Why does...?", and "When will I...?" Taking advantage of every available moment like these to have a conversation with a child or a group of children will support their oral language development. An added advantage of conversing with children is that you'll develop connections with them, learn about their interests, and enhance their sense of belonging. Talking with young children encourages their oral language development as well as their cognitive development, social skills, and emotional maturity.

Raise your hand if you think there is a difference between talking **with** children and talking **to** children? Most hands will probably be raised. Who would like to share what that difference is?

*Emphasize the key points below if participants do not.*

- *It is important for you to talk **to** children about classroom procedures and rules.*
- *It is equally important for you to talk **with** children about what interests them, how they feel, and what they wonder about.*
- *Children should talk **with** you and others as much, or more, than you talk **to** them.*

## SLIDE 32


**SAY:** Pragmatics refers to how language is used in social situations, or during our daily conversations with others. Pragmatics is an important part of oral language development because it includes **what you say, how you say it, and your nonverbal communication**.

What you say might be directions for how to complete an activity, or it could be sharing a funny story that happened to you before school that day. How you say it, such as your tone, might differ depending on what you say. For example, if you are giving directions on how to complete an activity, you will use clear language and a more serious tone than if you are relaying a funny story, during which you may laugh and use less formal language. Nonverbal communication, such as facial expressions and gestures, will change based on what you are saying and how you are saying it. You may point while giving directions, and you might smile more while telling your funny story.

Take advantage of the fact that children will imitate your language and actions—you can model pragmatics throughout the day.

### Conversation

- When two or more people talk with each other to share ideas and information.
- Helps you build connections with children and learn about their interests.
- Encourages children's cognitive development, social skills, and emotional maturity.




Professional Learning Community: Emergent Literacy

Module 4: Session 11 | 91

### Pragmatics

- Is how language is used during daily conversations:
  - ✓ What you say.
  - ✓ How you say it.
  - ✓ Nonverbal communication.
- Can be modeled throughout the day.



Professional Learning Community: Emergent Literacy

Module 4: Session 11 | 92

## SLIDE 33

**SAY:** Children’s oral language, cognitive, and social development is more advanced depending on how **often** you have conversations with children and the **quality** of those conversations. Having high-quality conversations means that you ask thought provoking questions, respond meaningfully to children’s words, give children your full attention, and talk often with children using a positive tone of voice. Take a moment to review this slide and consider how often you do these things throughout the day. These things are not easy, but they are critical! *Provide a few moments for participants to think about this.*

Let’s turn our attention to how you can build language skills by being intentional in the conversations you have with children.

## High-Quality Conversations

- Ask thought-provoking questions.
- Respond meaningfully to children’s words.
- Give your full attention to children.
- Talk often with children using a positive tone of voice.

Professional Learning Community: Emergent Literacy

Module 4 | Session 11 | 33



## SLIDE 34

**SAY:** You can be intentional about classroom conversations by engaging in multiturn conversations. A multiturn conversation is when you take turns talking with a child and build on and connect with the child’s statements, questions, and responses. It can be difficult to have multiturn conversations in the classroom, but they can happen when you are intentional about them.

## Multiturn Conversations

- An instructional strategy that involves back-and-forth turns where you build on and connect with a child’s statements, questions, and responses.
- Most productive one-on-one or in small groups.
- Each child needs multiple turns to practice talking.

Professional Learning Community: Emergent Literacy

Module 4 | Session 11 | 34



## SLIDE 35

**SAY:** Here are ways to be intentional about implementing multiturn conversations in your classroom. Most important is to **make conversation a priority**. It may be difficult to have one-on-one conversations with every child daily, but there are several opportunities across the day to do so. Think about your daily schedule and all the times that you might be able to embed conversations—for example, at centers, mealtimes, during transitions, and outside play. Consider setting up a “conversation schedule” in which you track who you have conversations with so you can ensure that you are talking with every child frequently. Enlist the help of teacher assistants and volunteers to prioritize multiturn conversations with children.

Consider **language goals** for children. Keep in mind individual children’s language development. Some children may have little experience in multiturn conversations while others may have a lot. Knowing where each child is in their language development will help you know what to focus on during multiturn conversations.

**Active listening** is paying close attention to what children are saying or expressing and using that information to respond accordingly. Responses can include building on what the child said, commenting on what the child is doing, and asking open-ended questions. You can signal that you are actively listening by providing visual cues like getting down to their level, looking toward them as they speak or at what they are talking about, and using gestures and facial expressions.

Take a moment to review the figures on pages 21–22 in the Participant Guide. These figures provide examples of active listening. *Allow 2 minutes for participants to review the figures.*

## How to Implement Multiturn Conversations

- Make conversation a priority.
- Consider language goals.
- Listen actively by:
  - ✓ Building on children’s statements.
  - ✓ Commenting on ongoing activities.
  - ✓ Asking open-ended questions.

Professional Learning Community: Emergent Literacy

Module 4 | Session 11 | 35





## SLIDE 36


**SAY:** Now, we will do an activity in pairs. I'd like you to have a conversation with a colleague for one minute. First, determine a topic that you'd like to discuss. Next, have a conversation about that topic and make a tally mark each time you say something. Keep track of your own tally marks. *Allow one minute for pairs to converse.*

Now, count the tally marks to see how many turns you had in your one-minute conversation. How many turns did you have to talk? What did you say and do to keep the conversation going on the same topic? *Volunteers share answers. Answers might include: asked open-ended questions, built on what the other person said, made comments about my experiences on the topic.*

These are the same things that you can do in the classroom with children! The purpose of this activity was to remind us to be intentional about our conversations, ensure that each person has multiple turns to talk, and practice strategies to continue conversations.

### One-Minute Conversation

1. In pairs, have a one-minute conversation about a topic in which you both are interested.
2. Make a tally mark each time you say something.
3. After one minute, count your tally marks.
  - How many turns did you have?
  - What did you say and do to keep the conversation going on the same topic?



Professional Learning Community: Emergent Literacy

Module 4 | Session 11 | 36

### Notes

## SLIDE 37

## NOTES:

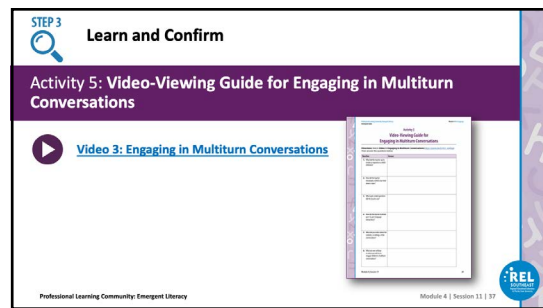
- Allow about 20 minutes for this activity.
- If needed, pause and rewind the video to review aspects of it.

**SAY:** Turn to **Activity 5: Video-Viewing Guide for Engaging in Multiturn Conversations** on page 29 in the Participant Guide. You will answer questions during and after you view the video. Please take a moment to scan the questions in Activity 5 before I start the video.

Now, let's watch **Video 3: Engaging in Multiturn Conversations** ([https://youtu.be/EsYcG\\_wAhxg](https://youtu.be/EsYcG_wAhxg)). In this video notice how the teacher and the teacher assistant engage children in conversations. *Play the video. Allow participants time to answer the questions and then ask volunteers to share answers.*

*Emphasize the following information if the participants do not.*

1. *The teacher restated and expanded on children's utterances.*
  - *A child could not write with a pencil at the writing center, and another child said it needed to be sharpened. The teacher expanded the child's sentence by saying, "It needs to be sharpened. It is dull."*
  - *During transition to play time a child who has difficulty with language described how she was going to play on the slide. The teacher confirmed what she said and restated it in a complete sentence: "That's true! You can go and sit on the slide and go down the slide and go wheel!"*
2. *The teacher encouraged a child to say more about a topic. During arrival time a child talks about how her mom did her hair, and the teacher asked, "Then what happened?" The teacher also commented, "Daddy brushed your hair. Oh, Mommy brushed your hair!"*
3. *At the sand center the teacher assistant asked open-ended questions: Where have you seen sand before? What do you do with sand at the beach?*
4. *Peer-to-peer language interaction opportunities were facilitated. The teacher provided plastic tracks for children to put together during outside play time. The teacher asked, "Can you tell Camille how you put it together?" and "Do you want to hear his idea?" Also, at the sand center the teacher assistant said, "Lewis, use your words and ask Sean, 'Can I get the green one?'" and "Tell Shannon what you are going to do with your sand."*
5. *Conversations occurred in multiple contexts such as outside, transitions, and centers.*
6. *Answers will vary.*

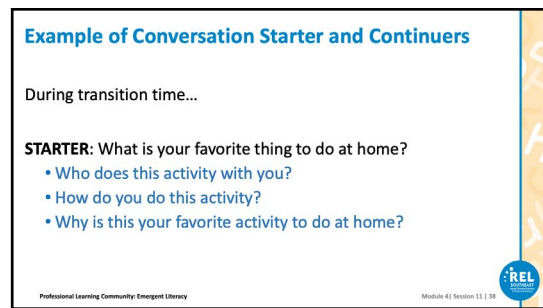




## SLIDE 38

**SAY:** Let's look at this example of a conversation starter and continuers that take place during transition time such as arrival time or while packing up at the end of the day. This conversation starter asks about a favorite thing to do at home. Examples of conversation continuers are listed under the starter. Depending on the child's response to the conversation starter, you want to be more specific in your continuers. For example, if the child responded, "Play outside," then your conversation continuer would be, "Who plays outside with you?" as opposed to "Who does this activity with you?"

Take a moment to review the example on the slide. Can you think of another conversation continuer?  
*Call on a volunteer or two.*



**Example of Conversation Starter and Continuers**

During transition time...

**STARTER:** What is your favorite thing to do at home?

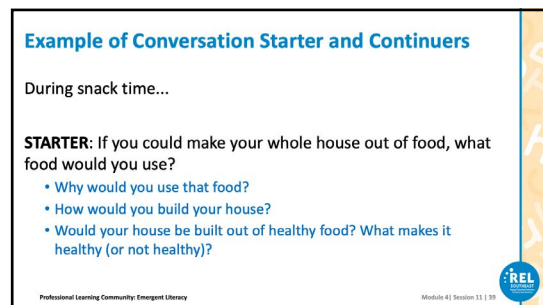
- Who does this activity with you?
- How do you do this activity?
- Why is this your favorite activity to do at home?

Professional Learning Community: Emergent Literacy | Module 4 | Session 11 | 38

## SLIDE 39

**SAY:** Here is another example of a conversation starter and continuers during snack time. This starter asks the child what food he or she would build his or her house out of. Again, you can use the child's response in your conversation continuer. If the child responded to the conversation starter with, "Chocolate," then your conversation continuer could be, "Why would you use chocolate to build your house?" instead of, "Why would you use that food?"

Take a moment to review the example on the slide. Can you think of another conversation continuer?  
*Call on a volunteer or two.*



**Example of Conversation Starter and Continuers**

During snack time...

**STARTER:** If you could make your whole house out of food, what food would you use?

- Why would you use that food?
- How would you build your house?
- Would your house be built out of healthy food? What makes it healthy (or not healthy)?

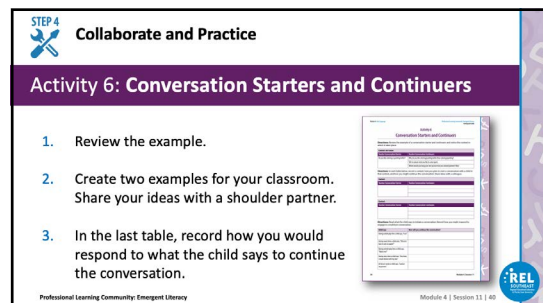
Professional Learning Community: Emergent Literacy | Module 4 | Session 11 | 39

## SLIDE 40

**NOTES:** Allow about 15 minutes for this activity.

**SAY:** Step 4 of each session involves collaboratively applying what we have learned. Turn to **Activity 6: Conversation Starters and Continuers** on page 30 in the Participant Guide. Review the example of a conversation starter and continuers and notice the context in which it takes place in the first table. Next, create two examples of your own. You will record a context, how you plan to start a conversation with a child in that context, and how you might continue the conversation. Share your ideas with a shoulder partner. In the final table read what the child says to initiate a conversation and record how you might respond to engage in a multi-turn conversation.

*Allow 10 minutes for participants to complete the activity and then ask for volunteers to share their responses from the final table of the activity.*



**STEP 4 Collaborate and Practice**

**Activity 6: Conversation Starters and Continuers**

1. Review the example.
2. Create two examples for your classroom. Share your ideas with a shoulder partner.
3. In the last table, record how you would respond to what the child says to continue the conversation.

Professional Learning Community: Emergent Literacy | Module 4 | Session 11 | 40

## SLIDE 41

**SAY:** Throughout this PLC, we've talked a lot about the importance of modeling. Modeling is providing an example through your words and actions. Children learn so much about language as well as pragmatics when they hear (and see) you talk with and respond to others. As children listen to you model language that includes rich vocabulary, abstract words and concepts, and a variety of grammatical forms, their oral language develops. As you have intentional conversations with children, you can informally assess their language skills, which will help you determine how to differentiate your modeling of language for each child.

When you respond to children's actions and words, you let them know that what they say and do are important. Your responses model language and pragmatics. Keep in mind that pragmatics, how we use language in social situations, is an aspect of culture. For example, making eye contact may or may not be appropriate, depending on a child's culture.

You can model how to have a conversation by listening closely and responding in a meaningful way to children's actions and words; providing wait time so children are better able to process the comment or question, determine their response, and formulate a reply; and maintaining a topic of conversation across multiple turns for each speaker.

The more you talk with children in a responsive and encouraging way, the better developed their thinking, emotions, and literacy will be.

Take a moment to review the figures on pages 24–25 in the Participant Guide. Notice how in each example the teacher models to support a variety of aspects of language in a variety of contexts, or settings. *Provide 3 minutes for participants to review the examples.*

**Modeling Language During Conversations**

As children listen to you model language that includes rich vocabulary, abstract words and concepts, and a variety of grammatical forms, their oral language will develop.

**Model conversational skills by:**

- Listening closely and responding in a meaningful way to children's actions and words.
- Providing wait time so children are better able to process the comment or question, determine their response, and formulate a reply.
- Maintaining a topic of conversation across multiple turns for each speaker.

Professional Learning Community: Emergent LiteracyModule 4 | Session 11 | 41**Notes**

## SLIDE 42

**SAY:** We've also talked about scaffolding, another feature of effective instruction, throughout this PLC. **Strategic scaffolding of language** is providing an intentional response to a child during conversations. Use sophisticated vocabulary and sentence structure when you provide a language scaffold. It is important to meet children where they are linguistically and help them progress through the conversations you have and the instructional scaffolds you use. An example of a strategic scaffold is to ask an open-ended question to which the response is not a simple yes, no, or one-word answer. "What is your favorite animal?" is not an open-ended question. "Why is a dog your favorite animal?" is an open-ended question because it requires more than a one-word answer.

Although there is no way to predict what a child might say, having a variety of scaffolds in mind to choose from will help you select one that matches the child's language skills and supports the child's oral language development.



Table 9 on page 26 of the Participants Guide provides examples of language scaffolds and the supportive intentions they help fulfill. Take a moment to review the examples in this table. *Provide 2 minutes for participants to review the examples.*

Let's practice strategic scaffolding. I will say an utterance a child might say. Think of which type of scaffold you would use and what your response might be. Keep in mind that there is no one right way in which to scaffold language; there are multiple effective responses that you could use. *After you say each utterance in bold below, call on a volunteer to share his or her response and what type of scaffold it is. If needed, example responses are in italics.*

- **I got more better.** *Restate. You got better.*
- **I runned.** *Restate. You ran.*
- **I drew a moon.** *Expand ideas. You drew a yellow moon.*
- **Come with me.** *Expand ideas. I will go with you to kitchen center.*
- **Look at my picture.** *Model using words to describe a child's action. You drew a picture of a cat and a dog!*
- **Him laugh.** *Restate. He laughed.*
- **I don't want to share.** *Ask thought-provoking question. How would you feel if someone did not want to share with you?*
- **I don't want him to play.** *Ask an open-ended question. What could we do so that everyone gets a turn?*

### Strategic Scaffolding During Conversations

- **Strategic scaffolding of language** is providing an intentional response to a child during conversations.
- Know each child's current language skills so you can match the scaffold to what the child says. Examples of language scaffolds include
  - ✓ Restate the child's utterance.
  - ✓ Expand ideas by elaborating on what the child said.
  - ✓ Model using words to describe the child's actions.
  - ✓ Ask open-ended questions on topics of child interest to maintain conversations.
  - ✓ Ask through-provoking questions that encourage the child to think of and verbalize other solutions.

Professional Learning Community: Emergent Literacy
Module 4 | Session 11 | 42

## SLIDE 43

**SAY:** Peer-to-peer language interactions are conversations among children. For some children language interactions occur naturally—for example, during playtime. Children who are shy, are English learners, or have language delays may be less likely to talk often with peers and may need your support and encouragement! Here are important goals to consider as you work toward supporting peer-to-peer language interactions in your classroom. *Review the slide.*

**Peer-to-Peer Language Interactions**

- Provide ample opportunities for free play, guided play, and small-group interactions.
- Provide multiple opportunities and meaningful contexts to practice newly acquired language skills.
- Support strong social communication skills.
- Share with and learn information from each other.
- Foster social skills that enable children to develop secure relationships with others.

Professional Learning Community: Emergent Literacy  
Module 4 | Session 11 | 43

Encourage conversations during mealtime and free play. Pay attention during these times to identify opportunities to encourage social interactions and include more children in ongoing conversations. Let's look at the list of strategies that support peer-to-peer language interactions on page 27 in the Participant Guide. Which ones do you plan to try in your classroom? Can you think of other strategies? *Provide 3 minutes for participants to review and discuss.*

## SLIDE 44

## NOTES:

- Allow about 5 minutes for this activity.
- Explain the DO, WATCH, READ activities.
- Announce the date and time of the next session. Ask participants to note it on page vi of the Participant Guide.
- Follow up with an email so PLC members will note it in their calendars.

**STEP 5 Reflect, Plan, and Implement**

**Activity 7: Reflect, Plan, and Implement (Self-Study)**

**DO**

- Video record yourself having a conversation with a child.
- Bring an expository (informational) text to next session.

**WATCH**

- The video of yourself and answer the reflection questions.

**READ**

- Self-Study Reading for Session 12 on pages 32–45.
- Optional: One resource from the Additional Resources section.

Professional Learning Community: Emergent Literacy  
Module 4 | Session 11 | 44

**SAY:** Now, let's look at **Activity 7: Reflect, Plan, and Implement (Self-Study)** on page 31 in the Participant Guide to review what you will DO, WATCH, and READ before the next session. These activities will take about 30–60 minutes.

**DO** Video record yourself having a conversation with a child. If you do not have access to a video camera, use a tablet or smartphone, if available. If there are regulations about video recording children in your classroom, set up the device so only you are in the video or the child's back is to the device.

Bring an expository (informational) text to the next session.

**WATCH** The video of yourself engaging in a conversation with a child and answer the reflection questions on Activity 7.

**READ**

- Self-Study Reading for Session 12 on pages 32–45 in the Participant Guide.
- If you'd like, read at least one resource from the Additional Resources section. Note any questions and one thing you learned about the reading.

## SLIDE 45

**SAY:** We have now completed Session 11! Thank you for your teamwork during our emergent literacy PLC session!



### Notes

# Preparing for Session 12

## Oral Language and Listening Comprehension, Considerations for English Learner Students and Students With Disabilities, and Additional Resources

### Self-Study Reading

Read pages 32–45 of the Participant Guide.

### Gather and Prepare Materials

Slide	Materials
59–60	<b>Expository Text Structure</b> <ul style="list-style-type: none"> <li>Participants will need the expository text that they brought to this session and sticky notes. If someone does not have an expository text, encourage participants to pair up with someone who does. Bring some appropriate expository texts in case they are needed.</li> </ul>
62	<b>Considerations for English Learner Students and Students With Disabilities (pages 41–43 of the Participant Guide)</b> <ul style="list-style-type: none"> <li>Highlighter</li> </ul>

### Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
49	31	<b>Activity 7:</b> Reflect, Plan, and Implement (Self-Study) from Session 11
55	47	<b>Activity 8:</b> Video-Viewing Guide for Interactive Reading
60	48	<b>Activity 9:</b> Interactive Reading Lesson Plan for Expository Text Structure
61	49	<b>Activity 10:</b> Video-Viewing Guide for Listening Comprehension (Story Circle)
63	13	<b>Activity 1:</b> FAQs About Oral Language from Session 10

### Watch and Cue Up Videos

Slide	Title	Link	Duration
55	<b>Video 4:</b> Interactive Reading	<a href="https://youtu.be/y2qXtXtS50A">https://youtu.be/y2qXtXtS50A</a>	8:51
61	<b>Video 5:</b> Listening Comprehension (Story Circle)	<a href="https://youtu.be/l2sydGWZ_uE">https://youtu.be/l2sydGWZ_uE</a>	8:04

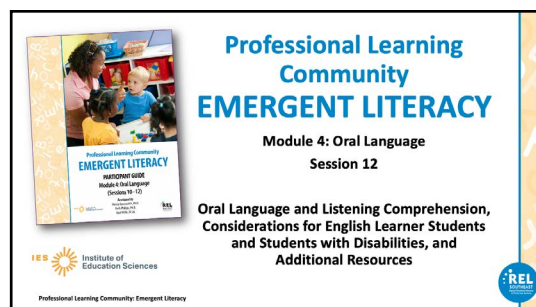
## Slides and Speaker Notes

### SLIDE 46

#### NOTES:

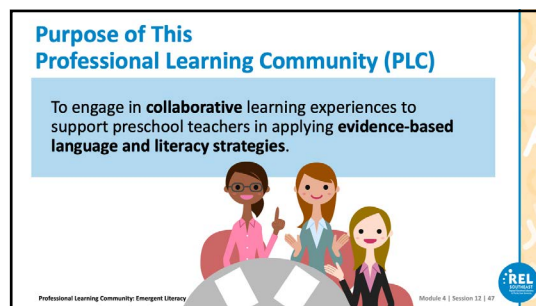
- Session 12 will take 60-90 minutes because there are two videos in which to watch and reflect on.
- Prior to Session 12 participants will have read content in the Participant Guide:
  - Listening Comprehension
  - Interactive Reading
  - Text Structure
  - Considerations for English Learner Students and Students With Disabilities
  - Additional Resources
- Under "SAY" in these speaker notes:
  - Regular text indicates what you should **say**.
  - *Italicized text indicates something you or the participants should do.*

**SAY:** Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 60 minutes to conclude Module 4: Oral Language. *Briefly introduce yourself and facilitate introductions of participants, if needed.*



### SLIDE 47

**SAY:** As a quick reminder, the purpose of our PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!



### SLIDE 48

**NOTES:** Consider your group to determine how much detail about the norms will be helpful to review.

**SAY:** PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work:

**Cell phones on silent** will help us have an uninterrupted session.

**Pay attention to self and others:** This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

**Presume positive intentions:** This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. Always respond positively to keep the discussions productive. Is there anything we should add to the list?





## SLIDE 49

## NOTES:

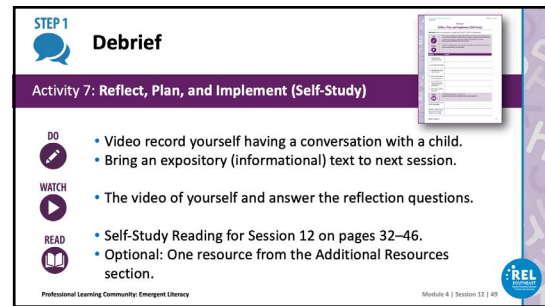
- Allow up to 10 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask a volunteer from each small group to share with the large group.

**SAY:** At the end of Session 11, you were asked to complete **Activity 7: Reflect, Plan, and Implement** on page 31 in the Participant Guide. Please turn to this activity so we can debrief and share our reflections.

**DO** You were asked to video record yourself having a conversation with a child. You were also asked to bring an expository (informational) text to this session.

**WATCH** You were asked to watch the video of yourself engaging in a conversation with a child and answer the reflection questions. Who would like to share how they reflected on the first question: What open-ended questions did you ask? *Facilitate a discussion about each question. Then ask if anyone noticed anything else.*

**READ** You were asked to complete the Self-Study Reading for Session 12 on pages 32–46 in the Participant Guide. You also had the option to read a resource of your choice from the Additional Resources section. What questions did you record about your reading? Would anyone like to share which resource they selected to read and one thing learned from reading it?



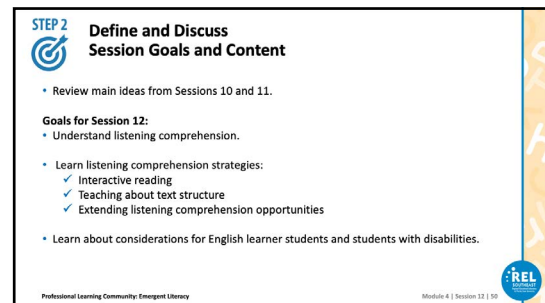
## SLIDE 50

**SAY:** During session 10 we learned about when oral language develops and why it is important to plan for and implement oral language opportunities for children every single day! We also learned how children develop syntax and that we can incorporate syntax instruction throughout our daily activities with children by using play-based interactions with teacher scaffolding, embedding brief language interactions throughout the day, and encouraging the use of decontextualized language.

Our goals in session 11 were to learn how to support children's oral language development through conversations and to understand the importance of pragmatics. We learned about and practiced conversational strategies to support oral language development by engaging in multi-turn conversations, modeling during conversations, and providing strategic scaffolding during conversations. Finally, we learned how to support peer-to-peer language interactions.

Our goals for this session include understanding listening comprehension and how we can help children develop listening comprehension. The strategies we'll discuss include using interactive reading, teaching about text structure, and extending listening comprehension opportunities. We will also learn about considerations for English learner students and students with disabilities.

To do this we will have discussions, engage in collaborative activities, and watch and reflect on preschool classroom videos.




## SLIDE 51

**SAY:** Listening comprehension, sometimes referred to as oral comprehension, is the ability to understand spoken language. A child who brings you the yellow block after you ask is demonstrating listening comprehension. *Review the slide.*

When you read out loud to children, they use their developing language skills, including vocabulary knowledge and syntax skills, to understand what is being read to them. The same skills that support listening comprehension are used for reading comprehension once children begin to read. You can see the importance of reading out loud to children and facilitating discussions about what is read to enhance children's listening comprehension.

### Listening Comprehension

- Is the ability to understand spoken language.
- Sometimes referred to as oral comprehension.
- Allows us to understand conversations we hear and engage in.
- Allows us to understand what we read or what is read out loud.

Professional Learning Community: Emergent LiteracyModule 4 | Session 12 | 51

## SLIDE 52

**SAY:** Interactive reading is intentionally using concrete and abstract comments and questions to facilitate a discussion while reading quality literature. **Concrete questions** are literal questions that are answered directly in the text. For example, the text may say, "The yellow duck's name is Henry," and a concrete question could be, "What's the duck's name?" or "What color is the duck?" These are concrete questions because the answers are directly stated in the text.



**Abstract questions** require children to put information together from the text read out loud or to use background knowledge and information from the text read out loud. For example, while reading *The Very Hungry Caterpillar*, you might ask, "Why did the caterpillar have a stomachache?" The text doesn't say exactly why but instead told us everything that the caterpillar ate, including a lot of sugary food. Children can use information from the text and what they know about eating too much food and eating too much sugary food to answer the question.

Interactive reading is a strategy that can enhance children's listening comprehension. Through discussions about the book you read out loud, you can link the text to children's experiences, build vocabulary, and enhance language skills.

Module 3 discussed a very specific version of interactive reading called Dialogic Reading. This session covers more general strategies for interactive reading that can be implemented for any group size. Keep in mind that children need many opportunities to engage in conversation about the book you read out loud. Also, reading the same book more than once can extend the conversation about the book and increase child participation in the discussion.

### Interactive Reading

- Intentional use of concrete and abstract comments and questions to facilitate a discussion while reading quality literature.
- Use with any group size.
- Provide multiple opportunities for children to engage in conversation.
- Read the same book more than once to extend the conversation and increase child participation.

Professional Learning Community: Emergent LiteracyModule 4 | Session 12 | 52

## SLIDE 53

**SAY:** There are three steps to plan for and implement interactive reading. First, select a book. Second, develop and ask discussion questions about the book. Third, ask follow-up questions based on a child's response to your initial question.

1. There are several things to consider when a **book** for interactive reading. You'll want to have an instructional goal in mind. The goal might be a language-focused one, such as engaging children in multi-turn conversations about the book. You'll also want to consider your theme and the vocabulary from your network of words. We learned about and practiced developing networks of words in Module 3. Also consider children's interests!
2. **Develop and ask discussion questions** that support the learning goal. If the learning goal is to sequence a story, ask questions such as, "What happened first?" and "What happened next?" Determine when you will ask each question: before, during, or after reading the text out loud. Write your questions on a planning sheet. Or use sticky notes and place them throughout the text to remind yourself when to ask them in order to facilitate a smooth discussion. Be sure to model and guide children in responding to questions while keeping them focused on the meaning of the text in order to enhance their listening comprehension.
3. **Ask follow-up questions**, which are questions that respond to children's answers to your initial question. Asking follow-up questions can lead children to think about and elaborate on their answers and the meaning of the text. A follow-up question might be, "Why do you think that happened?" or "Do you agree with the choice he made? Why or why not?" You can plan for some follow-up questions, but follow-up questions often depend on what the child says. So you can think of follow-up questions as a form of scaffolding.

### Three Steps for Interactive Reading

1. Select a book.
  - Consider instructional goals, theme, vocabulary from your network of words, and children's interests.
2. Develop and ask discussion questions.
  - Develop questions that support the learning goal.
  - Determine when to ask questions: before, during, or after reading.
3. Ask follow-up questions.
  - Respond to children by providing feedback and scaffolding.

Professional Learning Community: Emergent Literacy      Module 4 | Session 12 | 53

## SLIDE 54

**SAY:** When planning for interactive reading, you can think of your initial question as a prompt and the follow-up question as a form of scaffolding. While you listen to children's responses to your initial question, think purposefully about what they are saying so you can plan how to respond in a way that move them to the next level of their language development.

You can expand and elaborate on a child's response. You **expand** a child's response by embedding the response in a sentence that has more words than the child used. *Review the slide.* You **elaborate** a child's response by adding more information on the topic being discussed. *Review the slide.*

### Scaffolds for Interactive Reading

- **Expand** a child's response by embedding the response in a sentence that has more words than the child used.
  - Child: "Sheep drive!"
  - Teacher: "The sheep drove the jeep. Where did they drive the jeep?"
- **Elaborate** a child's response by adding more information on the topic being discussed.
  - Child: "Sheep crying."
  - Teacher: "The sheep are crying because they are sad. Why do you think the sheep are sad?"

Professional Learning Community: Emergent Literacy      Module 4 | Session 12 | 54

## SLIDE 55

### NOTES:

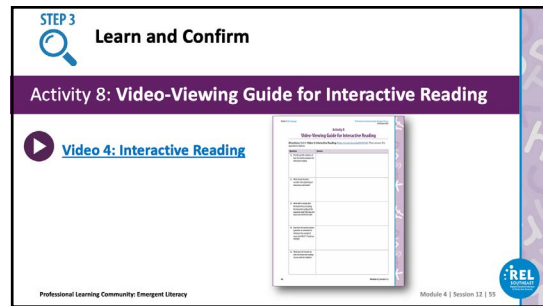
- Allow about 15 minutes for this activity.
- If needed, pause and rewind the video and review aspects of it.

**SAY:** Turn to **Activity 8: Video-Viewing Guide for Interactive Reading** on page 47 in the Participant Guide. Review the video-viewing guiding questions.

*Allow 1 minute.* As you watch the video of a preschool teacher planning and implementing an interactive reading lesson, record answers to the questions.

Show **Video 4: Interactive Reading** (<https://youtu.be/y2qXtXtS5OA>). After the video, ask participants to share reflections from Activity 8. Emphasize the following information if the participants do not.

- The teacher prepares for interactive reading by reviewing multiple books that are both expository and narrative. All the books are connected to her classroom theme. The teacher writes down questions related to the target skill that she could ask during the read-aloud.
- When planning for interactive reading, the teacher should consider the classroom theme, key concepts about the theme, and the network of words created around that theme.
- The teacher focuses on cause and effect. Many expository books lend themselves to teaching cause and effect. This book about germs making you sick clearly has a cause for sickness (i.e., germs), and that concept is reiterated many times throughout the book.
- The teacher asks an effect question simply. Then after the children have answered, she says, “Yes, you’re sharing your germs when you drink your cousin’s soda. Sharing your germs is the effect. Effect is something that happens after you do something. Everyone say effect.” She introduces the term effect and has the children repeat it. She does the same thing for cause. Another example occurs when the teacher asks, “What causes cavities?” She responds to the children by saying, “Germs in our mouth cause cavities. Cavities happen because there are bacteria in your mouth. If we don’t get the germs out of our mouth, the effect would be cavities.”
- After the interactive reading lesson the teacher evaluates how the children responded to the book and concepts being taught. Teachers should ask themselves—was the book too long or too short; were the children engaged; was the information too complex or too simple; and the like. This will help in planning the next lesson.



### Notes

## SLIDE 56


**SAY:** When selecting books to read to children, it is important to consider all types of text structure. Text structure is the way a text is organized. The ability to identify text structure can help a child's comprehension. At the preschool level, children can begin to learn how texts are structured when you use multiple types of texts during read-alouds and activities.

Who could describe the way a recipe is organized? *Call on a volunteer.* That's right, every recipe is organized the same way. In other words, every recipe has the same text structure: a list of ingredients and then a sequence of instructions of how to put the ingredients together to make the dish. Before you even read a word, if you see a list and then a sequence, you recognize the text structure and think, 'This is a recipe.' Because you understand the text structure of a recipe, you will be better able to comprehend what you are about to read.

Now let's talk about narrative and expository text structures in detail, why it is important to use both types of texts when working with young children, and how to use both types of texts to enhance oral language and listening comprehension.


### Text Structure

- The way a text is organized.
- What is the text structure of a recipe?
- If we help children understand text structure, they will be better able to comprehend the text we read to them now and the text they read on their own when they are older.



Professional Learning Community: Emergent Literacy

Module 4 | Session 12 | 56



## SLIDE 57


**SAY:** Narrative text tells a story and usually includes a beginning, middle, and ending as well as story elements, referred to as story grammar (characters, setting, problem, and solution). If you understand that stories are organized in this manner and someone says, "I'm going to read you a story," you automatically expect that the text will include characters, a setting, a problem, and a solution. This will help you better understand the text. Stories, myths, legends, science fiction, and fables typically have a narrative text structure.

**Personal narratives** are personal experiences that happened in the past or will happen in the future. For example, when a child tells you about the walk he went on last night with his dad, he is sharing a personal narrative. Personal narratives support understanding of narrative texts because narrative text typically includes many more descriptions of past or future events than most oral conversations. Describing personal narratives helps lay the foundation for understanding narrative text. Another reason to talk with children as often as possible!

**Decontextualized language** is language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment. For example, if you say, "When you go outside this afternoon, please play in the grass next to the blue swings. We cannot play on the slides until they are repaired." This is complex language! You are talking about a future event (playing outside this afternoon) and referring to objects (swing, grass, slide) that are not visible in the moment.


### Narrative Text Structure

- Tells a story and usually has a beginning, middle, and ending.
- Includes story elements, referred to as story grammar: characters, setting, problem, and solution.
  - Examples: stories, myths, legends, science fiction, fables.
- **Personal narratives** are personal experiences that happened in the past or will happen in the future.
- **Decontextualized language** is language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment.



Professional Learning Community: Emergent Literacy

Module 4 | Session 12 | 57






## SLIDE 58

### NOTES:

- Allow 3 minutes.
- Think-Pair-Share is an activity to engage participants in discussion about a topic. Pose a question and provide time for participants to **think** about their response. Then participants **pair** up and **share** their responses with their colleague. Ask pairs to share some of their responses with the whole group. A shoulder partner is someone who is sitting next to you.

### Think-Pair-Share

- What is one activity that I currently do in my classroom when we read narratives that enhances listening comprehension?
- What is one activity from the table that I will try in my classroom?



Professional Learning Community: Emergent Literacy

Module 4 | Session 12 | 58

**SAY:** It's time to think, pair, and share. Take a moment to review table 12 on page 38 of the Participant Guide.

Think about the questions: What is one activity that I currently do in my classroom regarding narratives to enhance listening comprehension? What is one activity from the table that I will try in my classroom? Then pair with your shoulder partner and share your thinking.

*Participants Think for one minute. Then they Pair and Share their answers for one minute. Ask volunteers to share ideas with the whole group.*

## SLIDE 59

**NOTES:** Participants will need the expository text that they brought to this session. If someone does not have an expository text, encourage participants to pair up with someone who does. Bring some appropriate expository texts in case they are needed.

**SAY: Expository text** is factual text that is meant to inform, explain, or persuade. Examples of expository text include textbooks, newspapers, diaries, brochures, biographies, and autobiographies. Authors use a variety of text structure to organize ideas for expository text: description, sequence, problem and solution, compare and contrast, cause and effect.

Table 13 on page 39 of the Participant Guide provides the purpose for each of these types of expository text structures. The table also provides example questions to use for interactive reading for each of these types of expository text structure.

As you review the table, think about the expository text that you brought today. Can you identify which type of expository text structure your text represents? Keep in mind that it may be more than one type of expository text structure. One book could be organized in such a way that you could choose to teach more than one text structure with a single book. However, for each individual interactive reading session, you will focus on only one text structure. The book the teacher used in **Video 4: Interactive Reading** was called *Germs Make Me Sick*. That book had two expository text structures: description and cause and effect. The teacher in the video decided to focus on cause and effect text structure.

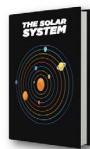
*Allow a minute for participants to review the table.*

Who would like to share which type of text structure will be the focus of your text and why?

*Call on volunteers.*

### Expository Text Structure

- Is factual text that is meant to inform, explain, or persuade.
  - Examples: textbooks, newspapers, diaries, brochures, biographies, autobiographies.
- Include a variety of text structures to organize expository text:
  - Description
  - Sequence
  - Problem and Solution
  - Compare and Contrast
  - Cause and Effect
- A single text can include multiple text structures.



Professional Learning Community: Emergent Literacy

Module 4 | Session 12 | 59

## SLIDE 60

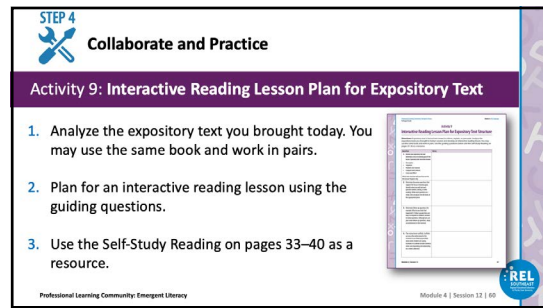
## NOTES:

- Allow 20 minutes for this activity.
- Participants will need the expository text they brought today and sticky notes.

**SAY:** Step 4 of each session involves collaboratively applying what we have learned. We've read and talked about how interactive reading is an effective strategy to enhance reading comprehension. We've also read about and discussed the importance of understanding text structure and how it relates to not only listening comprehension but also reading comprehension. Now, let's apply what we have learned by creating an interactive reading lesson plan for expository text! You may work in pairs for this activity.

Turn to *Activity 9: Interactive Reading Lesson Plan for Expository Text* on page 48 in the Participant Guide. Develop this lesson plan using an expository text, the lesson plan template, and pages 33–40 in the Participant Guide.

*Allow 15 minutes for participants to complete the lesson plan. Ask volunteers to share ideas from their planned lesson. Then ask volunteers to share their lesson plans and thoughts about creating it.*



## SLIDE 61

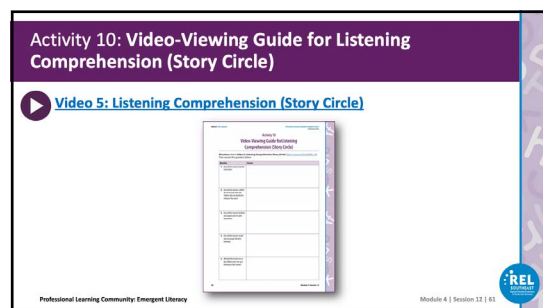
## NOTES:

- Allow about 15 minutes for this activity.
- If needed, pause and rewind the video and review aspects of it.

**SAY:** Turn to **Activity 10: Video-Viewing Guide for Listening Comprehension (Story Circle)** on page 49 in the Participant Guide. Review the video-viewing guiding questions. As you watch the video of a preschool teacher implementing Story Circle to enhance children's listening comprehension, record answers to the questions.

Show **Video 5: Listening Comprehension (Story Circle)** ([https://youtu.be/l2sydGWZ\\_uE](https://youtu.be/l2sydGWZ_uE)). After the video, ask participants to share reflections from Activity 10. Emphasize the following information if the participants do not.

- The teacher led instruction by explaining and modeling what was expected. She led a discussion about the story grammar (characters, setting, problem, solution) of a book she read aloud to them the previous day.
- The teacher scaffolded instruction by asking, "Where was the character? Where was the caterpillar?" She went to a specific part in the book (the setting). She asked if the leaf was inside the house. Children were then able to determine the setting was outside.
- The teacher supported peer-to-peer interaction by reminding the children whose turn it was to tell a story and modeling good listening skills. She encouraged taking turns talking and listening.
- The teacher modeled and encouraged attentive listening by reminding the children that good listeners pay attention to and look at the speaker. The teacher modeled attentive listening.
- The teacher retold the children's stories and asked follow-up questions that included "What else happened?" and "What kind of food did you butterfly like to eat most?" The teacher also started a reluctant child's story by saying, "Start with once upon a time..." The children also knew that the teacher was listening because she remarked on the big word a child used and restated parts of the story during pauses.





## SLIDE 62

### NOTES:

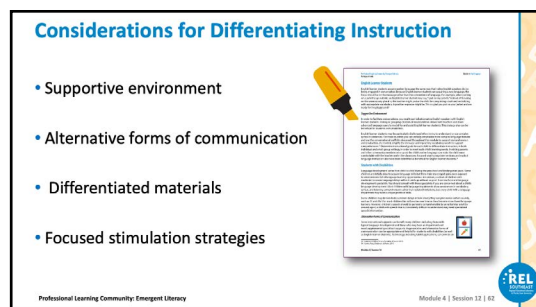
- Allow about 5 minutes.
- Participants will need a highlighter/pen/pencil.

**SAY:** Please turn to **Considerations for English Learner Students and Students With Disabilities** in your Self-Study Reading on page 41–43. This section reminds

us of the importance of **differentiating instruction**, especially for English learner students and students with disabilities. You read about topics such as creating a supportive environment, using alternate forms of communication, differentiating instructional materials, and using focused stimulation strategies such as parallel talk.

Take a moment to review this section on pages 41–43. Highlight one strategy that you plan to implement in your classroom. Share with a colleague **how** you plan to implement it in your classroom in a way that supports your children’s oral language development.

*Provide about 3 minutes for this activity. Then facilitate a discussion by asking volunteers to share with the group.*

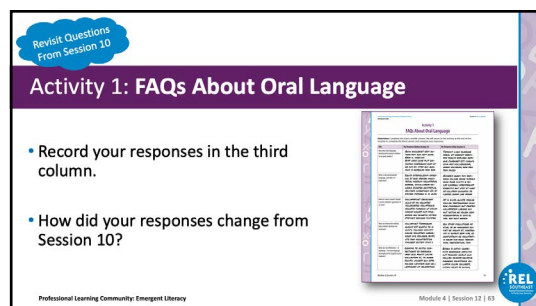


## SLIDE 63

**NOTES:** Allow about 5 minutes for this activity.

**SAY:** Locate **Activity 1: FAQ’s About Oral Language** on page 13 in the Participant Guide. Remember these FAQs about oral language from Session 10? Please take 5 minutes to read each frequently asked question and record a response in the third column. Then compare your responses with your original responses in the second column. How did your responses change from Session 10?

*Participants work independently for 5 minutes to answer the FAQs. Ask for volunteers to share their responses.*



## SLIDE 64

### NOTES:

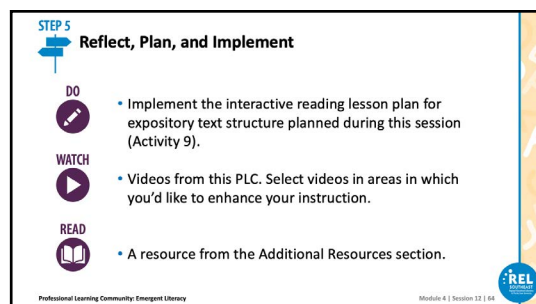
- Allow about 3 minutes for this activity.
- Explain the DO, WATCH, READ activities.

**SAY:** This is our last PLC session! But let’s continue to learn. There are a wealth of resources in your Participant Guide from which to do so. I hope you continue to read and learn with each other. Now, let’s review what you will DO, WATCH, and READ after this session. These activities will take 30–60 minutes.

**DO** Implement the interactive reading lesson plan for expository text that you developed during today’s session.

**WATCH** Videos from this PLC. Select videos in the areas in which you’d like to enhance your instruction. You often learn more when you watch something a second time.

**READ** A resource from the Additional Resources section.



**SLIDE 65**

**SAY:** We have now completed Session 12, the final session in Module 4, Oral Language! It is also the final session of our PLC. Thank you for sharing your knowledge and working as a team during our emergent literacy PLC! I hope you continue to meet and learn from each other!

**Notes**

