Oral Language: Assignments and Activities

Assignments and Activities Title 1: Language Experience Activity

Learning Outcome 1: Describe teaching strategies for developing oral language.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignment Introduction Text: In this video clip, a first-grade teacher is working with a small group of students on a language experience/interactive writing story about ladybugs. As the students work, they add an additional expanded sentence about the ladybug. As you watch the video, look for the different elements of language experience writing and interactive writing being developed.
Video Asset: *Additional Sentences*
URL: [http://abaytooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=multiculturaleducation&clipID=ME_07_182.flv](http://abaytooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=multiculturaleducation&clipID=ME_07_182.flv)

**Question 1 Text:** What are characteristics of the language experience approach and which characteristics are used in this example?

**Question 1 Hint:** Watch for all of the ways the students are encouraged to expand vocabulary in the writing experience.

**Question 1 Feedback:** The language experience approach to teaching reading and writing builds on the learner’s own language and knowledge. The LEA strategy is one effective way to encourage self-expression and build awareness of the connections between oral and written language. The teacher begins with a topic that students are able to talk about, a story they have read, information from another source or media, or personal experience. The students dictate a paragraph or short story on the topic, with the teacher taking dictation. In this class situation, the teacher has each student write a word from the sentence, which is part of interactive writing. The teacher stops at various intervals, and the students read aloud what has been written. All students then orally read what has been written. The teacher also used the LEA as an opportunity to practice sentence structure skills such as capital letters at the beginning of the sentence.

**Question 2 Text:** What are some benefits of using the language experience approach, particularly with ELL learners?

**Question 2 Hint:** How does the language experience approach help students improve their reading, writing, thinking, or background knowledge?

**Question 2 Feedback:** The language experience approach is learner-centered and builds on the prior knowledge and background knowledge of the participants. As a reading and writing model, it offers success to participants because it presents a strong personal approach to learning. Students may benefit from language experience because it connects writing, reading, and language; extends the learner’s creativity through writing; helps learners understand what they think and say can be written and valued; and provides reading material that is predictable and readable because it uses the learner’s words.

**Question 3 Text:** Describe the teacher’s interactions with the students. How does she encourage success?

**Question 3 Hint:** The teacher uses both direct and indirect instruction.

**Question 3 Feedback:** She guides students to add to what is already there with some prodding and encourages them to push for more. She offers reminders about sentence structure and spelling, so the product they produce is a correct model for reading and writing. She briefly addresses the off-task behavior and brings the students back into participation without distracting others from the task.

**Question 4 Text:** Summarize the language skills that are developed through this strategy.

**Question 4 Hint:** Watch for all of the parts of language arts that the teacher questions the students about.
**Question 4 Feedback:** Not only do the students practice sentence writing and reading, there is also time for teaching capitalization, spelling, and punctuation.

**Assignments and Activities Title 2: Literacy**

**Learning Outcome 1:** Describe teaching strategies for developing oral language.

**Standard 1: Foundational Knowledge**
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Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** This video clip provides a brief overview of the importance of a strong literacy foundation. The narrator provides background on prereading skills in the stages
of development of beginning readers. As you watch the video, note the characteristics of building children’s oral language as a foundation for early reading.

**Video Asset:** *Literacy*

**Question 1 Text:** Explain how being part of the information age is connected to the essential need for literacy and a strong oral language background.
**Question 1 Hint:** Listen to the opening of the video for the background on the information age.
**Question 1 Feedback:** Literacy foundation begins in the first year of life and language is essential for living in today’s information age, where understanding text, speech, and images is essential for school and in life.

**Question 2 Text:** Identify the prereading skills that precede later reading development.
**Question 2 Hint:** These are the elements in prereading development beginning around age 4.
**Question 2 Feedback:** Print awareness, comprehension, phonemic awareness, and alphabet knowledge are some of the prereading skills that predict later reading success.

**Question 3 Text:** What is the best method to ensure oral language formation that includes vocabulary development and building the foundation for reading?
**Question 3 Hint:** What is the number one element that ensures success for literacy development?
**Question 3 Feedback:** Reading to children develops oral language and vocabulary. Children exposed to rich language models make the transition to literacy easier. Children immersed in words and those who are read to will have success in development of oral language and its connection to reading.

**Question 4 Text:** Explain how drawing and pictures play a part in reading and writing.
**Question 4 Hint:** Note the section on writing in the video.
**Question 4 Feedback:** Scribbling pictures later become letters. Letters lead to words with invented spelling. These are all important steps in reading and writing. Drawing can be connected to oral language by having children explain their drawings and tell stories that they draw about. Picture Walks through books also support children’s prereading skills.

**Assignments and Activities Title 3: Assessing Language Delays**

**Learning Outcome 2:** Explain how teachers can assess language delays.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Standard Element 3.1: As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates

- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.

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**Assignment Introduction Text:** Successful language acquisition depends heavily on the opportunities children have to engage in meaningful conversations with interested social partners. The teacher in this video clip sits with a child with language delays as he looks through a toy catalog he found in the library area. The teacher allows the child to take the lead in the conversation but sensitively expands on what he says, models appropriate language, and asks relevant questions to maintain and enhance the language encounter. As you watch the video, think about the effectiveness of this teacher’s methods to encourage oral language development.

**Video Asset:** *Encouraging Conversation: Child with Language Delay*

**URL:**

**Question 1 Text:** What is the purpose of having the toy catalog during this language assessment activity?

**Question 1 Hint:** Watch how the toy catalog is used during this activity. Is it a necessary part of this lesson?

**Question 1 Feedback:** The toy catalog is necessary during this language development assessment because it inspires the student’s conversation. Not only does the catalog provide the initial topic for the conversation, but the pictures aid the student in further developing his ideas. Without the toy catalog, the student would have been completely dependent on his background knowledge and the teacher’s questions for this conversation.

**Question 2 Text:** What is the teacher’s role in this language development assessment session?

**Question 2 Hint:** Watch the teacher’s behaviors and listen to her dialogue. How is she helping the student demonstrate his oral language skills?

**Question 2 Feedback:** The teacher’s purpose is to facilitate the student’s conversation in order to assess the level of language development. The teacher’s questions are meant to
encourage the student to elaborate on his ideas. In addition, the teacher is informally modeling conversation skills and questioning techniques while talking with the student. Since the teacher asks specific questions, the student continues to talk and demonstrate his oral language. Without the teacher’s encouragement, the student’s conversation may have stopped much sooner.

**Question 3 Text:** Why is the teacher able to effectively encourage the student to speak?

**Question 3 Hint:** Watch the teacher’s behaviors and interaction with the student.

**Question 3 Feedback:** The teacher is effective because she is considerate and understanding throughout the session. She maintains a positive relationship with the student and is extremely supportive. She continually asks questions that are appropriately challenging for the student and builds on the student’s ideas rather than following a set of prescribed directions.

**Question 4 Text:** How might the teacher transfer the conversations and extend development of oral language to other forms of print.

**Question 4 Hint:** What might be the next step after toy catalogs?

**Question 4 Feedback:** Since the teacher is having success with the student’s verbalization and talking about his own experiences, the next step might be to use picture books. She may then move into read-alouds where the student shares with her as she does Picture Walks.

**Assignments and Activities Title 4: The Oral and Written Language Connection**

**Learning Outcome 3:** Compare and contrast oral language and written language in reading instruction.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of **language development and reading acquisition** and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.2: As a result, candidates use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Candidates
- assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them.
- select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- can articulate the research that grounds their practice.

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Assignment Introduction Text: This video clip provides an overview of strategies for making the oral language connection with students. A kindergarten classroom uses writing as a means of getting students to learn to read.

Video Asset: Writing and Reading
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=readingmethod&clipID=RMET_005_227.flv

Question 1 Text: Explain some of the techniques this teacher uses to make the connection between reading and writing and oral language.
Question 1 Hint: Watch for ways that oral language are included in the writing lesson.
Question 1 Feedback: The teacher shows the students how to read words on the word wall and then write them on their papers. The teacher is also showing students how to translate their thoughts into spoken words, then written words, and then read those written words. The teacher calls for students’ oral participation in the reading and writing lesson, in order to be good readers and writers, emphasizing the oral language connection. The teacher also shows the students how to write the daily message using the class calendar and then students practice reading it out loud. The teacher emphasizes the connection between oral language, reading, and writing in everything that she does with the students.

Question 2 Text: What is shared writing?
Question 2 Hint: Note the process the teacher uses to obtain students’ contributions.
Question 2 Feedback: In shared writing, students and the teacher work together to compose a story that they can read together. The story’s topic is usually based on something the class experienced together. The topic could be a field trip they just took or a book they
read together. The class generates ideas and then the teacher writes a story using their ideas. The students assist in spelling and writing as much as possible.

**Question 3 Text:** As a teacher, how might you use technology to facilitate the reading/writing connection? Describe a lesson that uses technology as a resource.

**Question 3 Hint:** What types of technology can enhance reading and writing skills?

**Question 3 Feedback:** Answers will vary. Possible ideas might be to have students take pictures of objects that they want to add to the word wall. Students might record their thoughts on a tape recorder about a book they have read. Students might listen to a book on tape and then write about their ideas. Students might use a word processing program to write a story and then practice reading it.

**Question 4 Text:** Explain how the teacher is constantly using informal assessment throughout this lesson.

**Question 4 Hint:** Think about the data the teacher can gather through questioning in this mini lesson.

**Question 4 Feedback:** The teacher can target individual students during mini lessons and make note of responses and areas of success and concern. Later, the teacher can use this informal assessment information for groupings and for individual instruction.

**Assignments and Activities Title 5: An ELL Vocabulary Lesson**

**Learning Outcome 4:** Identify several strategies that can be used for oral language instruction with English Language Learners.

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Candidates
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**Standard 2: Instructional Strategies and Curriculum Materials**
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**Candidates**
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**Assignment Introduction Text:** In this video clip, a first-grade teacher demonstrates ELL strategies for teaching vocabulary and word identification in isolation. Miss Ruiz explains the steps for teaching new vocabulary and how these steps can also be used for assessment.

**Video Asset:** An ESL Vocabulary Lesson

**URL:**

**Question 1 Text:** What steps are used in introducing new vocabulary in order to better comprehend the story.

**Question 1 Hint:** Watch for steps from the introduction of new vocabulary through the teacher’s summary of her strategies.

**Question 1 Feedback:** The teacher begins by using flashcards and a pocket chart to introduce the new words. She calls for students to demonstrate words. She defines and gives examples of the words. The students then created their own flashcards and created their own sentences.

**Question 2 Text:** What strategies for independent practice does the teacher offer for the students to increase their comprehension and vocabulary instruction?

**Question 2 Hint:** What do the students bring home to practice?

**Question 2 Feedback:** The teacher has the students bring home their flashcards to practice the new words at home. Practicing with flashcards involves family members and provides for additional practice toward automaticity.

**Question 3 Text:** What is the automaticity strategy and how does it build fluency?

**Question 3 Hint:** The clue is in the root word. Think about how drill and practice lead to automatic word identification.

**Question 3 Feedback:** The students are drilled on the words to be able to recognize and say the words automatically to improve fluency. Becoming familiar with vocabulary at the automatic level allows students to read faster and with better understanding.
**Question 4 Text:** What other methods might the teacher have used with the group of ELL students for vocabulary assessment?

**Question 4 Hint:** Think about visual cues.

**Question 4 Feedback:** The teacher in this video might have introduced more pictures and actual objects for students to identify. Using visual cues would assess background knowledge as well as vocabulary.