

Facilitating Accountable Talk in Early Childhood Classrooms

Presented by WSRA's Early Childhood
Committee

*In schools, talk is sometimes valued and sometimes avoided, but- and this is surprising – **talk is rarely taught**. It is rare to hear teachers discuss their efforts to teach students to talk well.*

Lucy Calkins, 2001

Today we will...

- Learn about the research exploring children's language acquisition and their literacy development
- Learn practical ways to infuse rich language practices in our classrooms.
- Consider ways to assess our student's language and provide feedback that will propel them further.

Why Talk Matters...

- Both Vygotsky and Piaget considered language essential for cognition.
- Piaget stressed social language between peers of same ability.
- Vygotsky argued that higher level thinking is social before it becomes individual
- “...striving for an explanation often makes a learner integrate and elaborate knowledge in new ways” (Vygotsky, p. 158).
- Vygotsky stressed the role of a More Knowledgeable Other (MKO) and the importance of scaffolding



Research exploring Language Practices

- Children who lag behind their peers in oral language are more apt to latter reading failure (Juel, 1998)
- Children raised in homes with more opportunities for talk come to school with a wider vocabulary than their peers (Hart and Risley, 1995)
- Greater exposure to rich vocabulary increases vocabulary acquisition (Dickinson & Tabors, 2001)
- Strong correlation between reading comprehension and vocabulary knowledge.

Relationship between Language and Cognition

- Young children's conceptual development improves when mothers provide advanced conversation during read alouds (Adams, 1987).
- 5-6 year olds given prompts to explain their thinking as opposed to given didactic explanations improved on seriation skills tasks (Heber 1981).

The Role of the Teacher

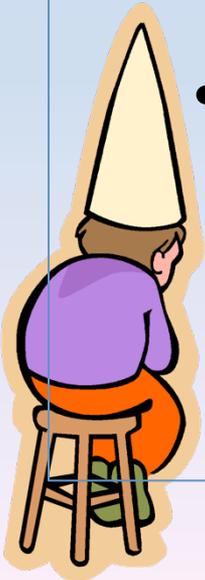
Teacher Centered



- Teacher controlled Q & A session about the text
 - **Initiate a question**
 - **Students Respond**
 - **Teacher Evaluate or provides feedback**

• **T-S-T-S-T-S-T**

**LIMITS READING
COMPREHENSION**



Student Centered



- Purposeful – discussion has a purpose
- Students *are taught* how to talk with each other
- Students *are taught* how to ask questions; challenge ideas
- Teacher knows how to scaffold with the right kind of questions.

• **T-S-S-S-T-S-S-S-T**

**ENHANCES READING
COMPREHENSION**

Facilitating Oral Language in a Whole Classroom Setting



Technology and Oral Language

The Day That Albert Einstein Feared Has Arrived!



Having coffee with frens



A day in a beach



Cheering your team



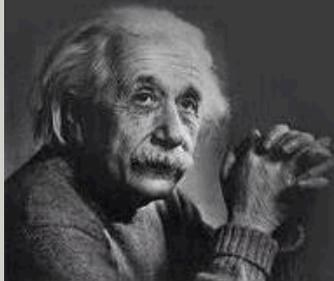
Out on an intimate date



Enjoying the sights



Having dinner



"I fear the day that technology will surpass our human interaction. The world will have a generation of idiots"

Albert Einstein

Oral Language Cards

Students will:

- discuss meanings and examples of vocabulary words from each week of our Wonders program from McGraw-Hill.
- talk with a partner and share with a partner examples of the given word
- learn to take turns and listen to each other



Community Circle

I use the community circle from the Tribes program.

Students will:

- show respect for the student speaking
- talk in complete sentences about the topic given for the day
- students will learn how to express their ideas about their life



Read to the Class

The Reader:

- reads a book of his/her choice to the class
- needs to know all the words in the story
- should have practiced at home
- fills out a book report to share with the class

The rest of the class:

- practices listening skills
- gives appreciations to the read once finished



Star of the Week Interview

The Star of the Week:

- shares his/her poster
- answers questions from peers

The rest of the class:

- asks questions to know more about the star
- learns to listen to each other
- shows respect to the person talking



HedBanz Game and Oral Language

HedBanz by
Spin Master
Games

Students will:

- give clues to a partner
- listen to their partner to figure out the given word
- have fun



Facilitating Oral Language in Small Group Classroom Settings



Building Confidence and Trust



Oral Language in Small Group Setting

