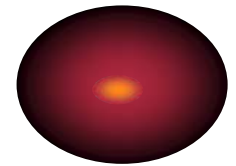
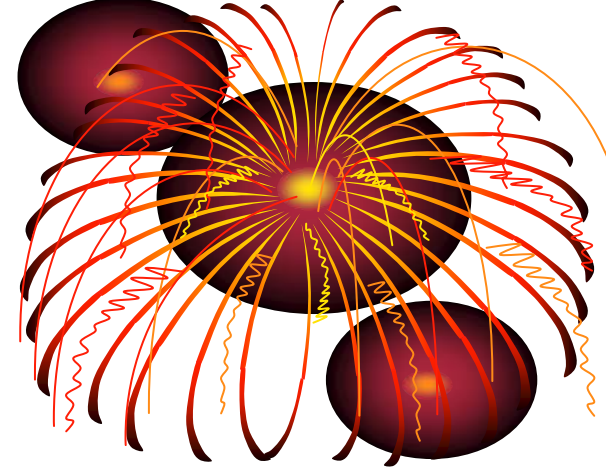


# IT'S ALL IN THE SHORT, BUT GENUINE CONVERSATION

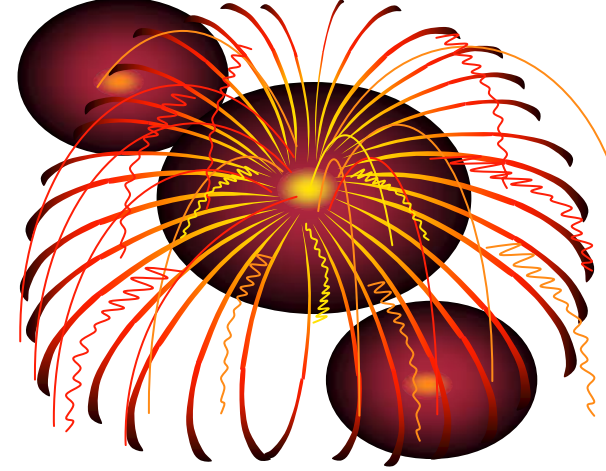
Barbara Shelley  
Reading Recovery® Teacher Leader  
Frederick County Public Schools  
Frederick, MD

Reading Recovery® Conference  
February 5, 2007

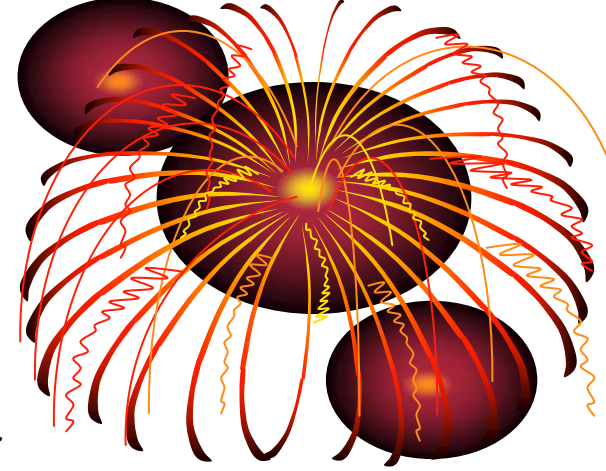


# Goals for this session

Examine the importance between Oral Language, Reading and Writing.



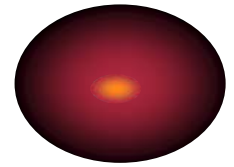
# Goals for this session



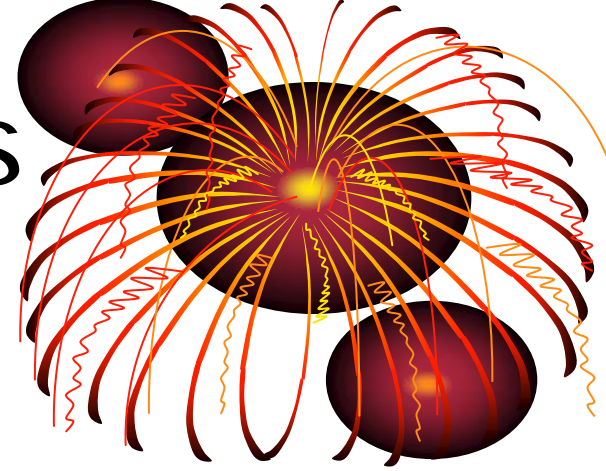
Examine examples of  
Teacher / Student exchanges:



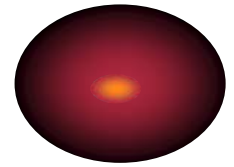
- the opening,
- the response to the opening,
- the extending & shaping
- the closing



# Goals for this session



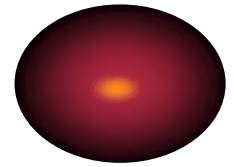
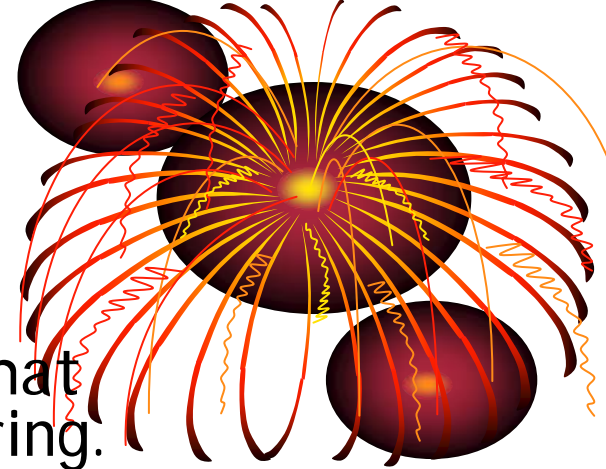
- Discuss helpful tips to ensure you have more conversations that flow and raise the student's language development.



## P. David Pearson

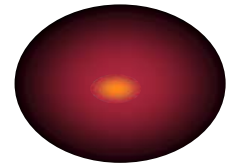
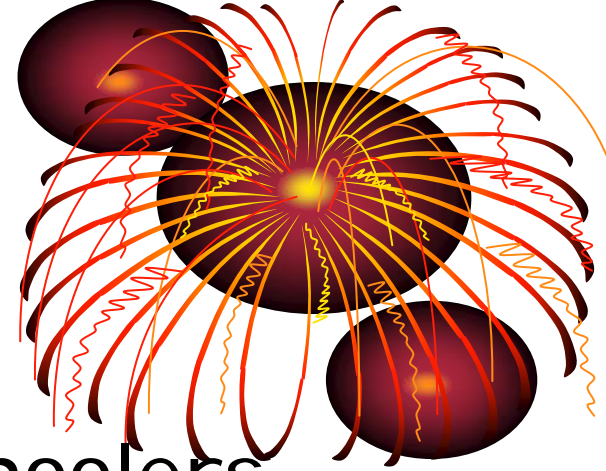
- Kids are who they are. They know what they know. They bring what they bring. Our job is not to wish that students knew more or knew differently. Our job is to turn each student's knowledge into a curricular strength rather than an instructional inconvenience. We can do that only if we hold high expectations for all students, convey great respect for the knowledge and culture they bring to the classroom, and offer lots of support in helping them achieve those expectations.

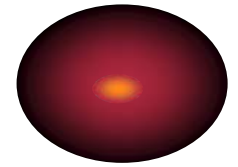
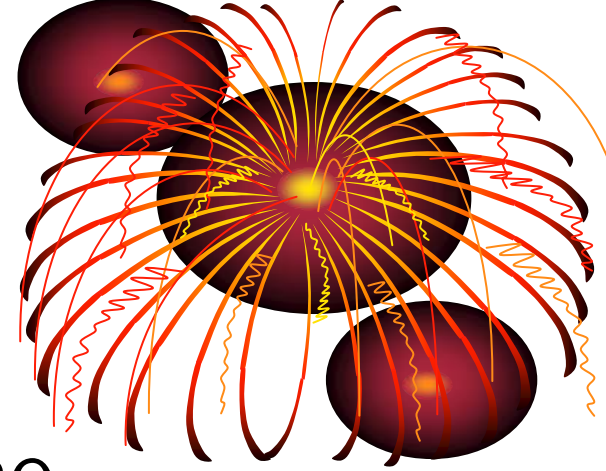
*The first R: Every child's right to read*



# Talking, Reading, and Writing

Mothers talking with preschoolers go straight for the message. They ignore how the child is making the message or how the child is transmitting the message. They respond to what the child says.

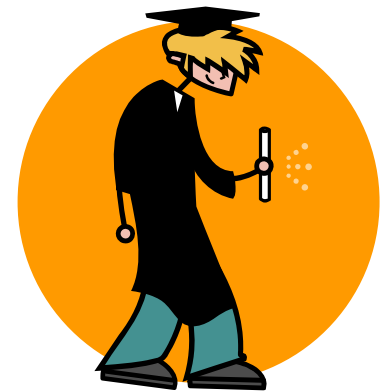
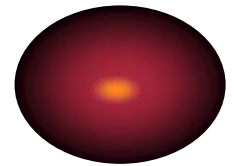
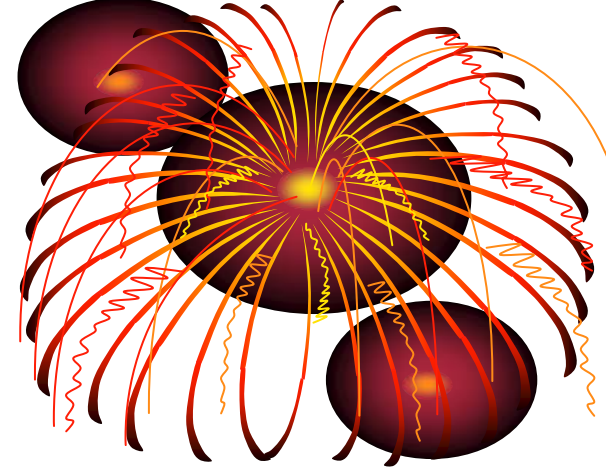




- “I builded a fence,” says the child.
- “You built a lovely fence,” says the mother.
- “Yeah, I built a fence.” says the child.

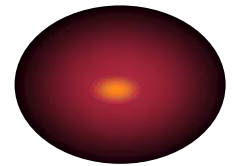
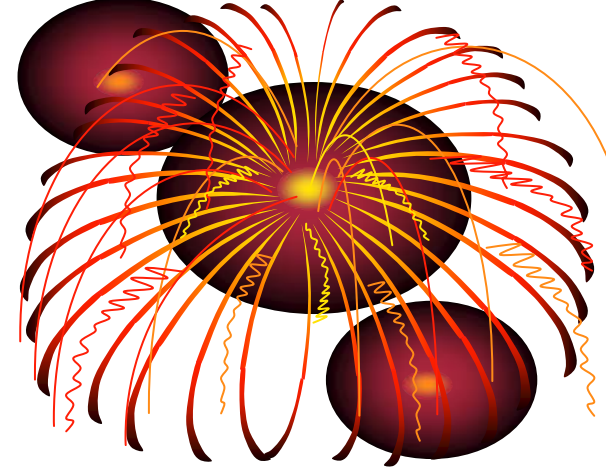


- That is how the limited language of the preschool child becomes the more complex language of the high school graduate. How does the school entrant learn more about talking, begin to use his own language in his early writing, and allow both these activities to interact with early reading?



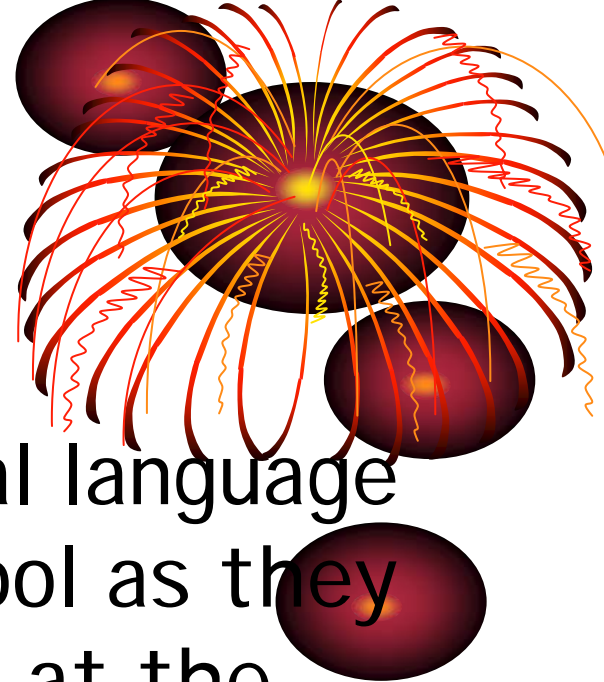
A complex network  
of language  
acquisition  
underwrites so much  
of a child's future  
education.

*The Journal of Reading Recovery,*  
Spring 2004



# Hart & Risley

## Meaningful Differences

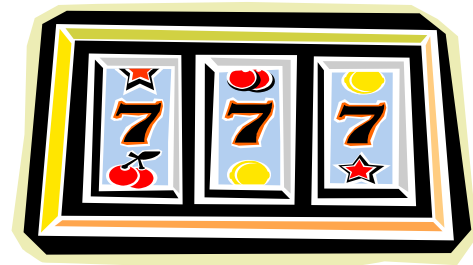
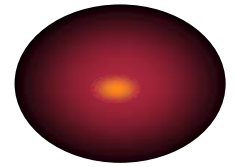
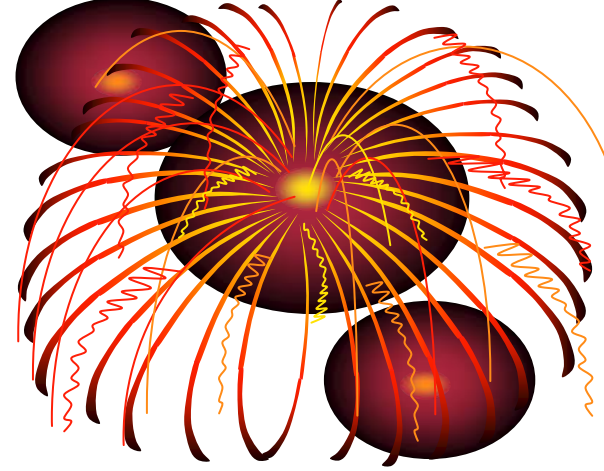


- Children draw upon this oral language which they brought to school as they learn to read and write but at the same time the tasks of literacy learning direct their attention back to units within their own speech of which they were not previously aware.

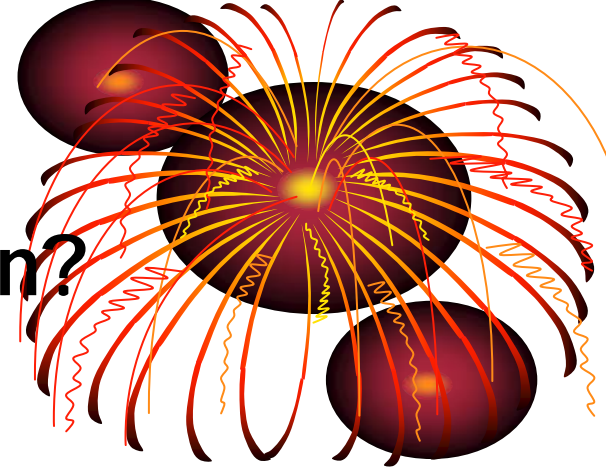
Reading

Oral Language

Early writing

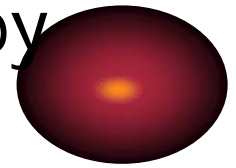


# Is this a conversation that supports language acquisition?

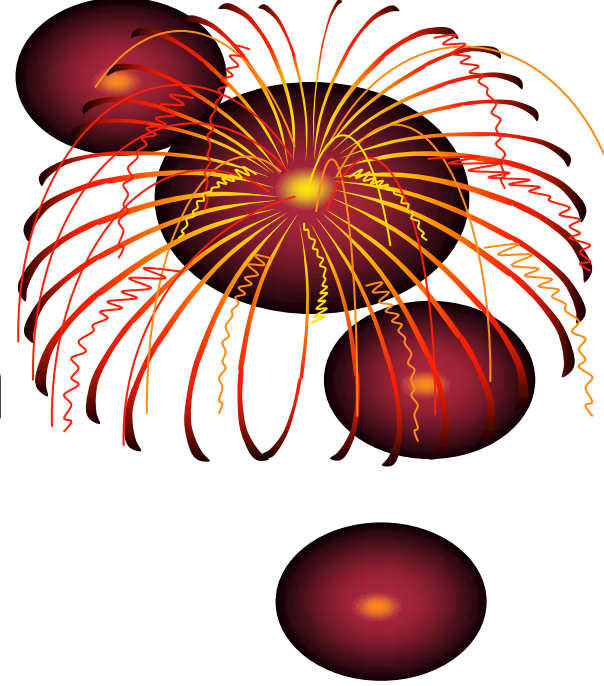


#1

- T: What do you want to say about Baby Bear?
- C: I don't know
- T: Well, was he too little to go fishing with Father Bear?
- C: No
- T: Do you want to say, Baby Bear is not too little?
- C: OK



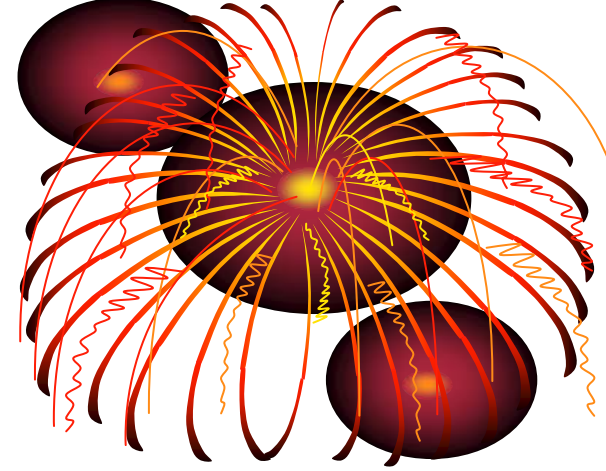
# When Conversations Go Well: Investigating Oral Language Development in Reading Recovery



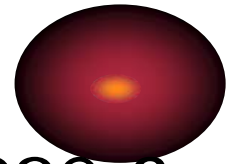
The Journal of Reading Recovery Spring 2006

- Teacher Personalization
- Teacher Reformulation, and
- Reading Recovery Students' Language Appropriation

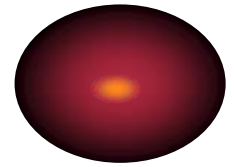
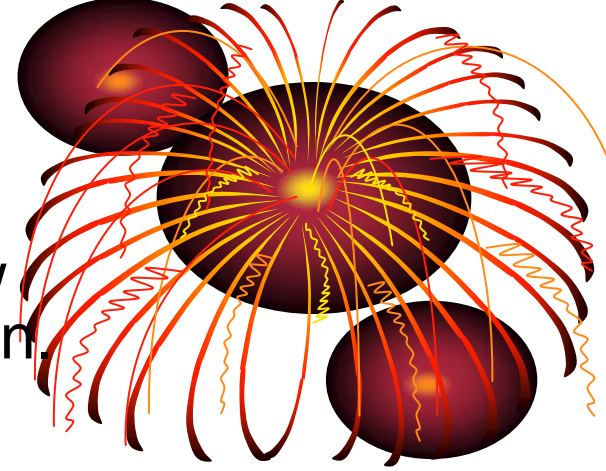
# Reading Recovery lesson framework



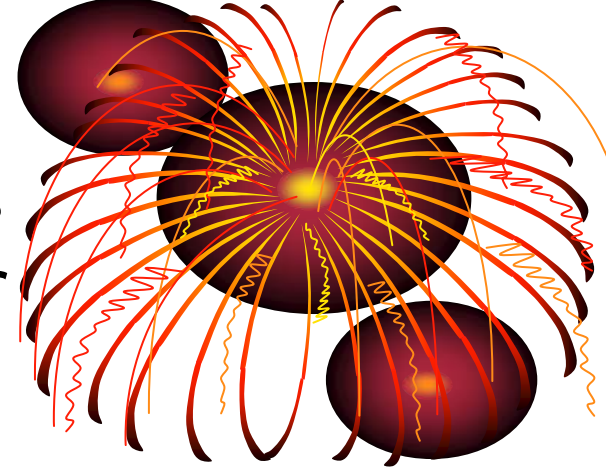
- Read Familiar books  
(Hayes & Ahrens, 1988)
- Engage in a conversation to compose a message to be written, and
- Language exchange through the new book orientation to prepare for reading.
- (Talking and writing alone may not introduce enough exposure to literary variations of language use.)



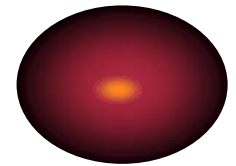
- T: This lion is having a really hard day. I want you to tell me about the lion and how hungry he is. Tell me a story about the lion.
- C: **The stomach doesn't have food in it.**
- T: You're right. His tummy does not have any food and he wants to eat a big big animal doesn't he?
- C: **I think sometimes I watch a movie, Lion King. I see a lion one time the lion run fast.**
- T: You're right. The lions do know how to run fast and that's how they get all the animals to eat. Tell me what you want to say about that.
- C: **The lion doesn't have any food in his stomach.**

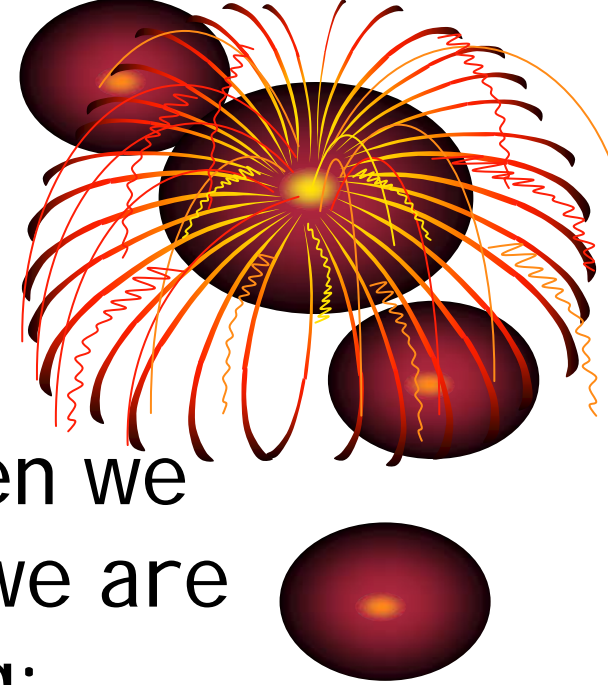


In this new century, teachers face mandates to lift children's literacy performances to higher levels and produce better results sooner.



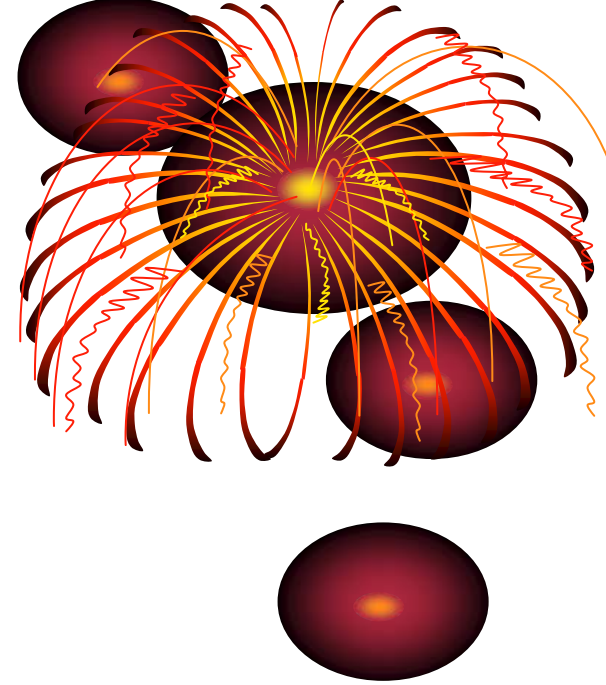
- In response, researchers frequently recommend that we add words to children's vocabulary or that we dive deeply into exercises that break words apart.
- However, such exercises do not ensure that a text is understood.
- They are fragments of more complex activities.

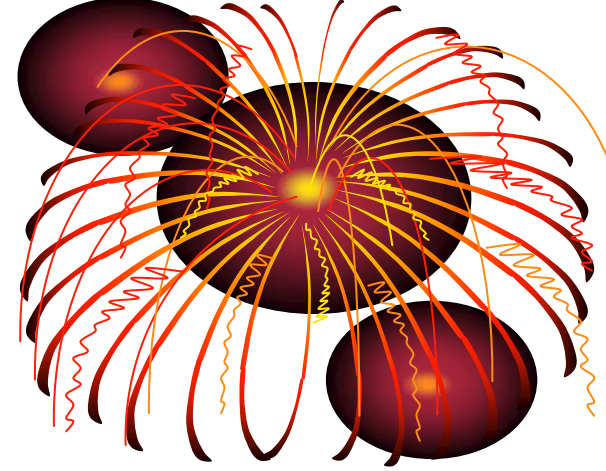




- Marie Clay argues that when we speak or listen to speech, we are constructing and composing; when we write any message, we are constructing and composing; and when we read text, we are again constructing and composing.

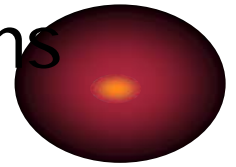
- Children's control of language when talking, writing or reading expands outwards in flexible ways from the current structures they already control.





Specifically,

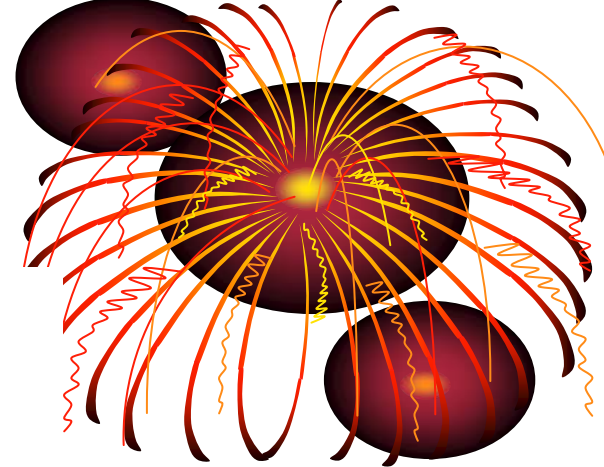
- they use their range of language options for talking, writing or reading;
- they need to explore how to vary language, notice how authors and speakers use language, and develop an ear for the new turn of phrases; and
- they need to increase their speed of making decisions when composing language.



**LOOK INSIDE!™**

**Record of Oral  
Language  
*and*  
Biks and Gutches**

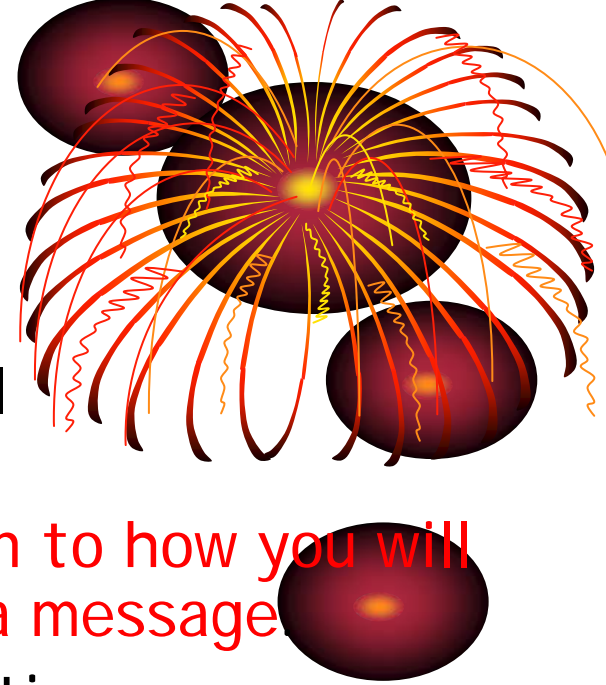
Marie M. Clay, Malcolm Gill, Ted Glynn,  
Terry McNaughton, Keith Salmon



# In *Literacy Lessons* Part Two:

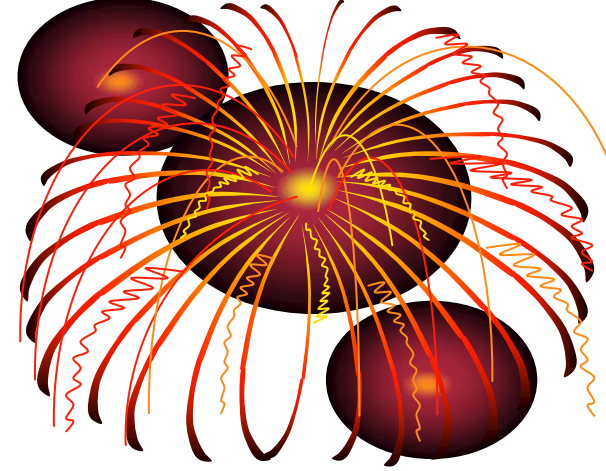
P. 55

## Procedures for a genuine but short conversation



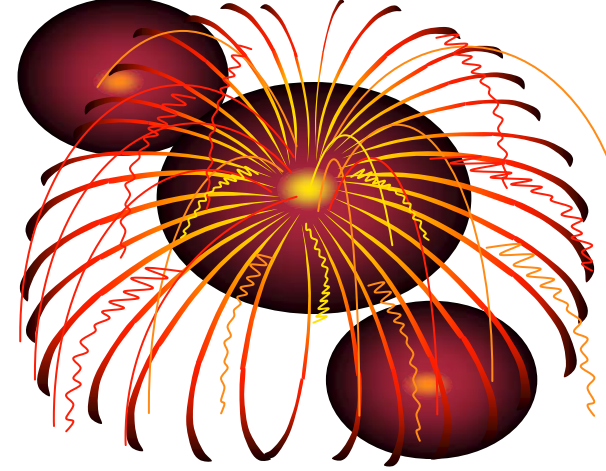
- Start up a conversation, guided by all you know about this child.
- Give some thought prior to the lesson to how you will get this particular child to compose a message
- Have a conversation not an interrogation.
- Elaborate on the child's ideas a little and make minimal change to the child's ideas or use of words.
- Then at an appropriate point, ask the child to formulate the message to be written.
- As you respond to his effort stay with his message, but encourage him to expand on his statement, say a little more or tell you what happened then.

# Two important emphases



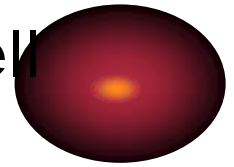
1. The child composes the message, which means he puts the message into a structured sentence or two, and
2. that he feels some ownership of it.

# Is this a conversation that supports composing?

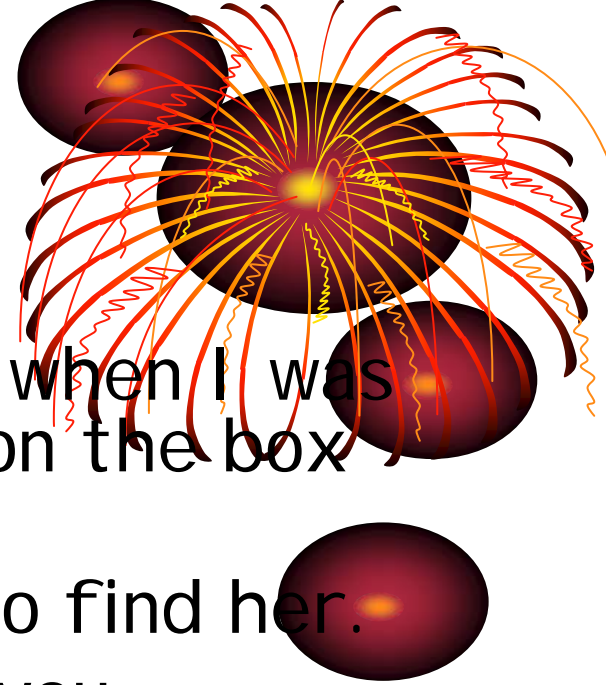


- #3

- T: The baby was almost eaten by the cat. Tell me about the cat and the Baby Panda.
- C: The baby is down the snow. The cat is going eat Baby Panda.
- T: Wow – You're right. The cat is going to eat Baby Panda. He's stuck in the snow . Isn't he? Tell me what you want to say about that.
- C: The Baby Panda is stuck down in the snow. The cat is want to eat the Baby Panda.



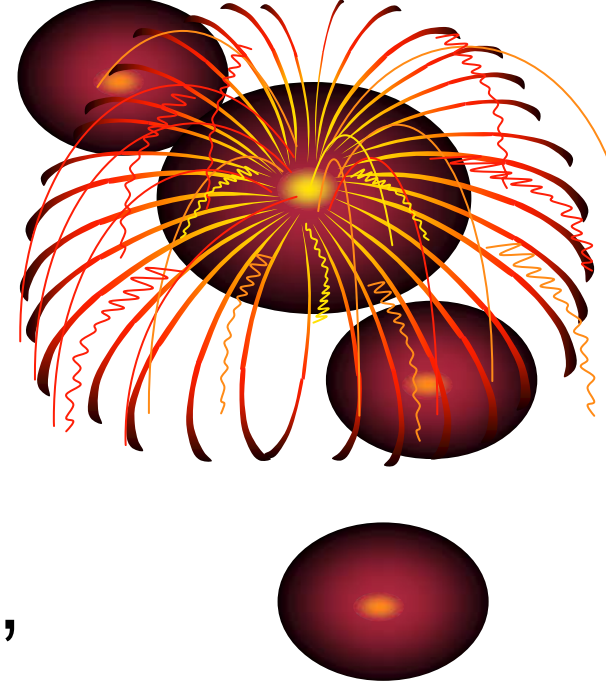
## #2



- T: Kitty Cat reminds me of my cat when I was a little girl. She would jump up on the box by my window and...
- C: No... my cat can hide and I try to find her.
- T: I bet you always find your cat- you probably know just where she likes to hide
- C: under my bed.
- T: Let's write about your cat's hiding places and when other children read your story they can see if their cats hide in the same places.
- C: My cat hides under my bed and behind the chair.

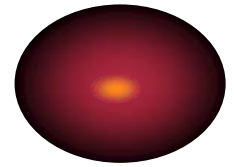
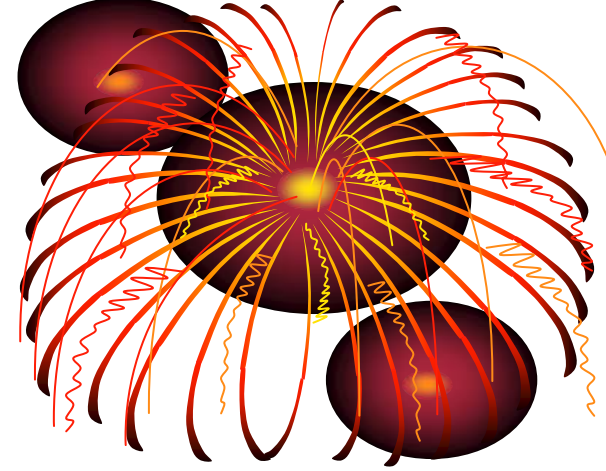
# The opening.....

It should not resemble a quiz,  
It should not be a memory test,  
It should not be demanding,  
It should not be rushed.

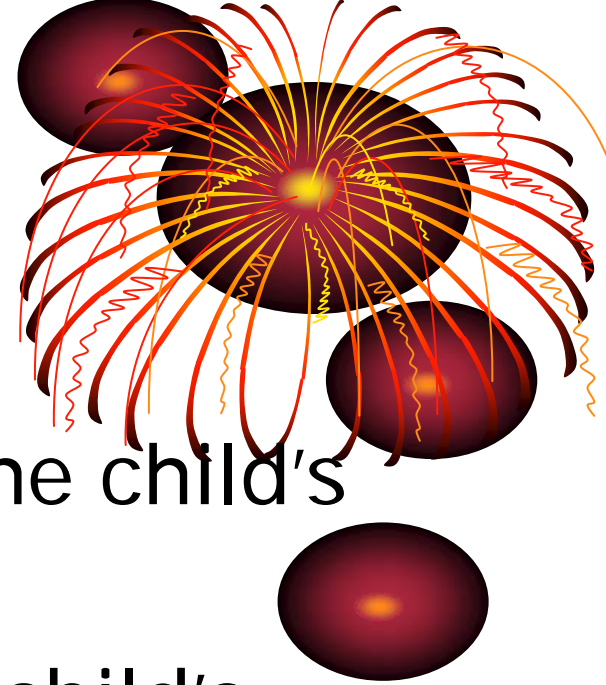


# The response to the opening....

- It should show approval
- It should show acceptance
- It should not demand change

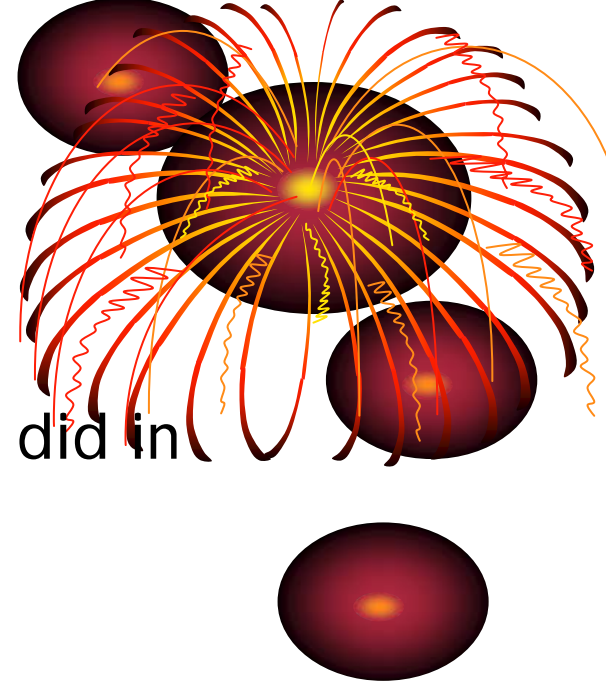


# The shaping and elaboration



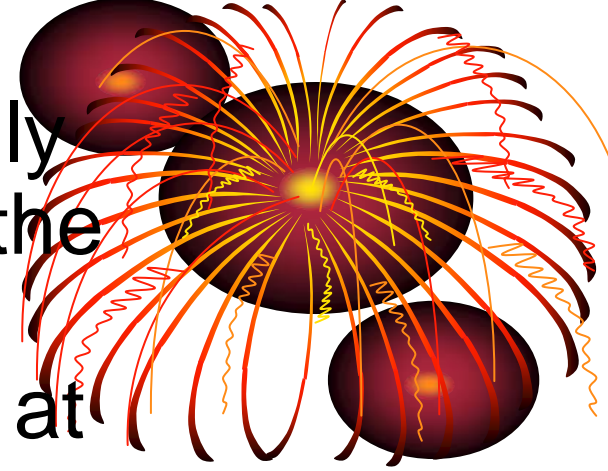
- It should slightly extend the child's structure
- It should elaborate on the child's ideas a little
- It should make only minimal change to the child's ideas or use of words.



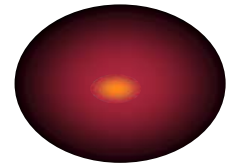


- T: Amy, you can tell me what the baby did in this story. What did the baby do?
- C: The baby bump head.
- T: You're right. The baby bumped the mommy's head and she woke up didn't she? Tell me your story about the baby and her mommy.
- C: The mom is wake up. The baby is bump head.
- T: Ok that sounds great. The mom is wake up and the baby bump head.

- T: Jose, this boy, Tim was really really good at soccer and now the big boys want to play with him. Tell me about how good Tim is at playing soccer.

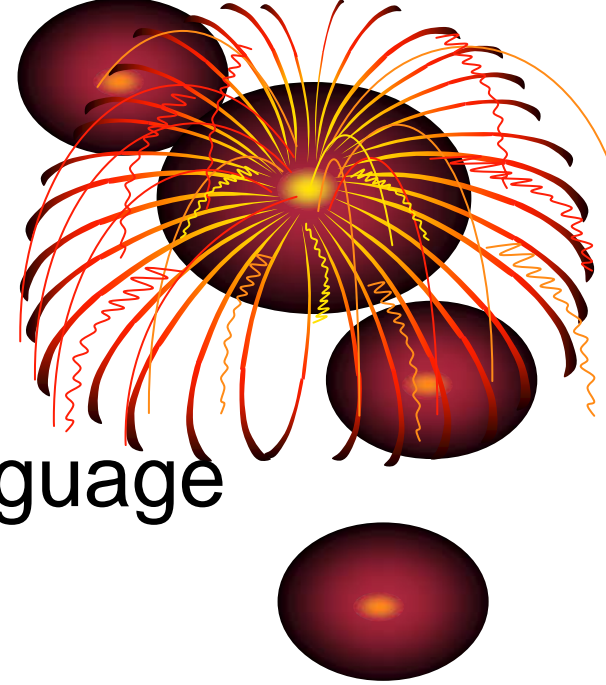


- C: The boy, he kick it way high and went to the park.
- T: You're right. Tim can kick the ball very high and it went to the park. What is your story going to say?
- C: Tim kick the ball way up to the park.



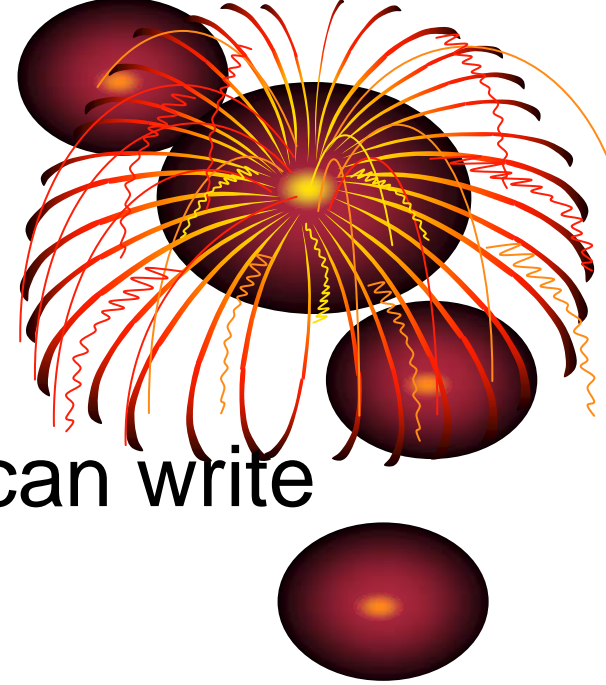
# The closing

- It requires one more oral language construction.
- It can ask for a bit of extension.

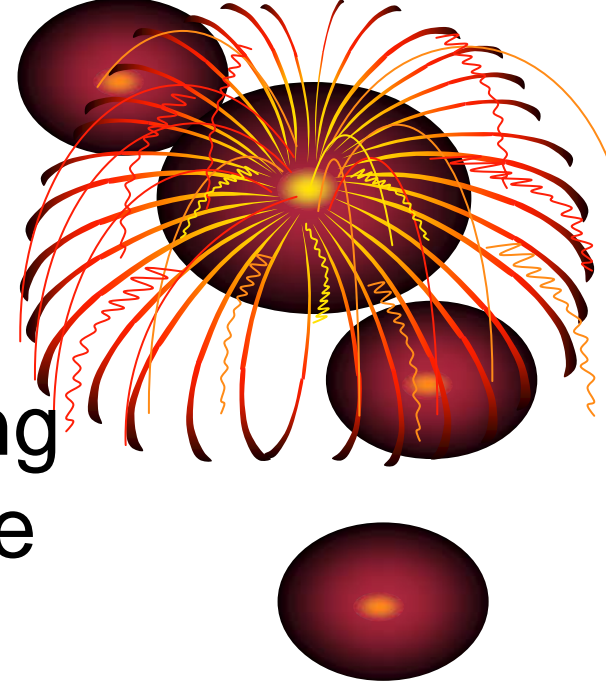


# Avoid the following:

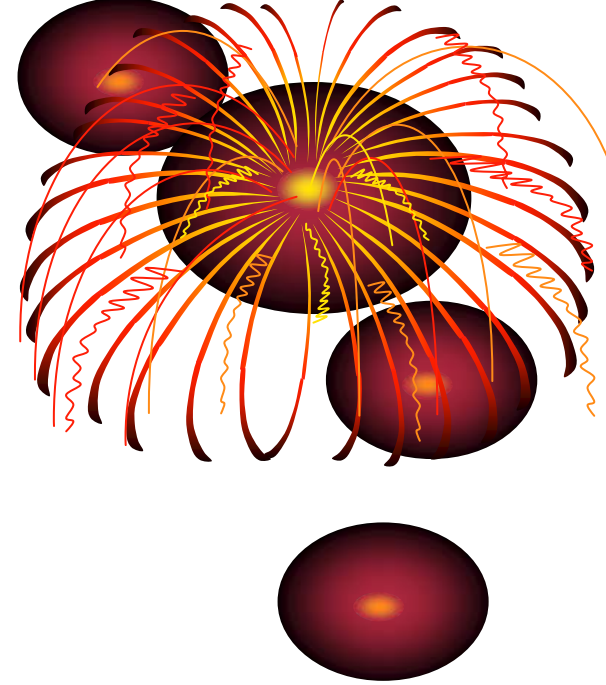
- Do you have something we can write about?
- Tell me what you did over the weekend?
- What did you see on the tables in the library?
- What do you want to write?



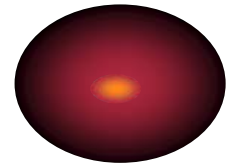
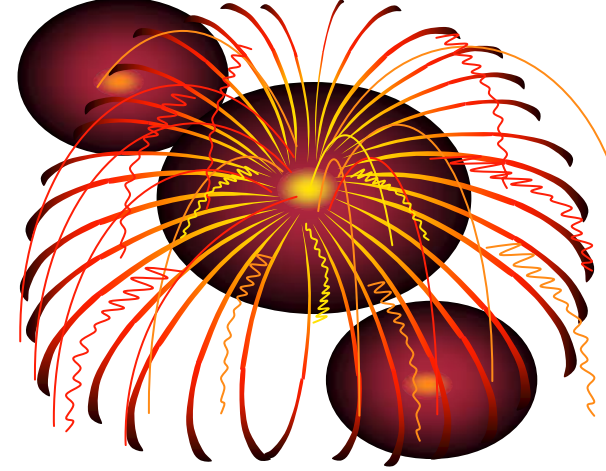
- Clay says... if we plan instruction that links oral language and literacy learning (writing and reading) from the start –so that writing and reading and oral language processing move forward together, linked and patterned from the start that instruction will be more powerful.



Tips  
to help children  
increase their  
control over  
language  
structure



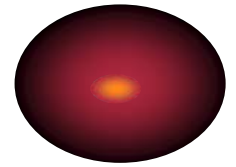
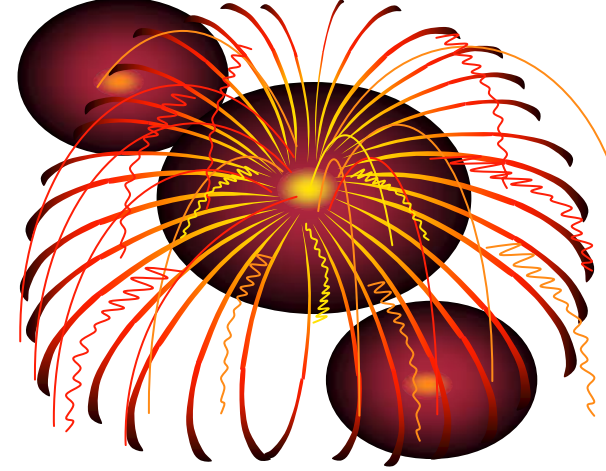
So...  
What can you do?



Understand that children learn  
language easily through  
conversation.



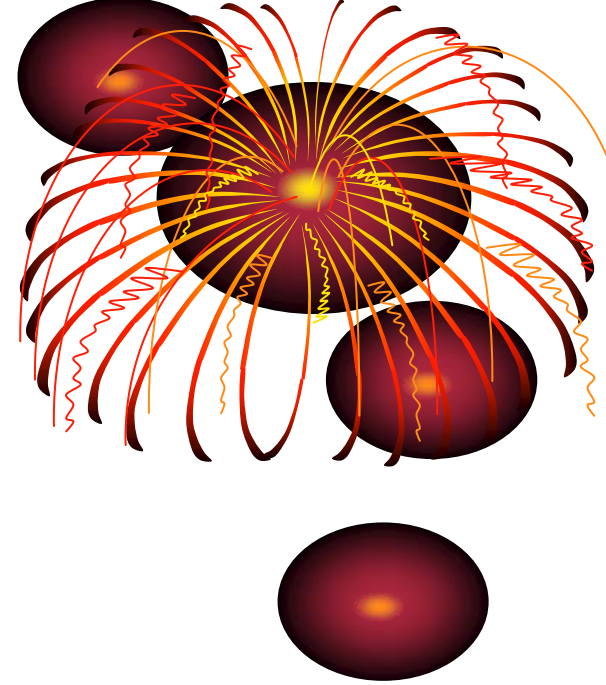
So...  
What can you do?



- Recognize the importance of reading aloud to children.



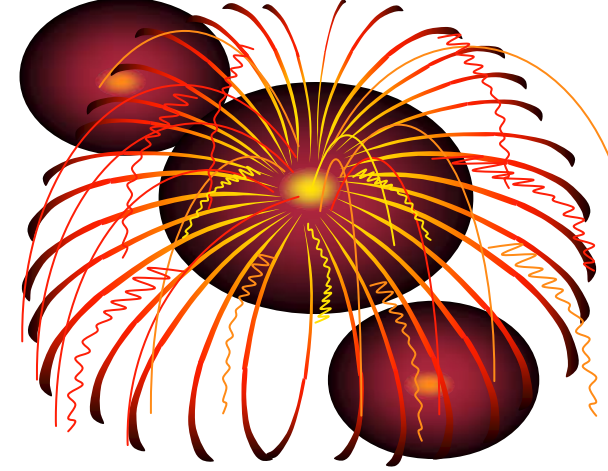
So...  
What can you do?



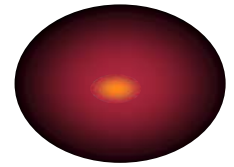
- Realize that repeating language has severe limitations; it is not enough.

So...

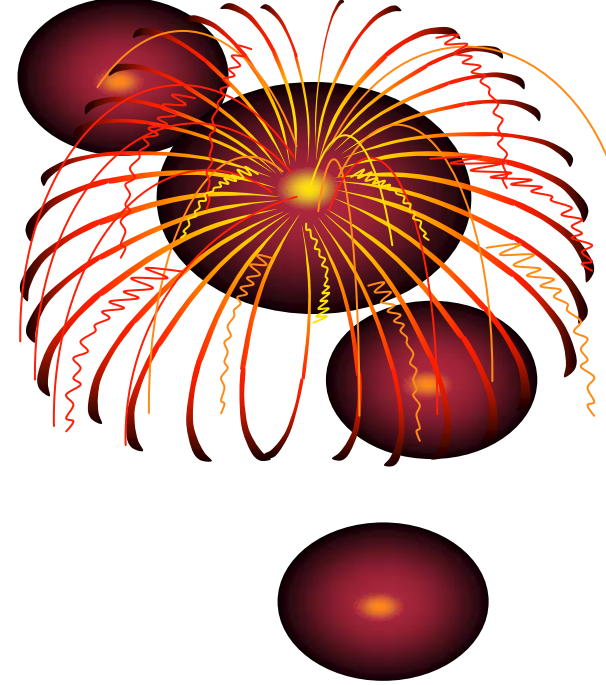
What can you do?



- Think about what language structures are easier to learn.
  - Auxiliary verbs like 'can', 'could', 'has', 'had', 'do', 'did', 'will', and 'might' are hard to work into the structure of sentences.
  - Adjectives in the noun phrase come later in language acquisition. It takes a long time before children can collapse several sentences into one powerful statement.
  - There is a steep gradient of difficulty among question words in English.

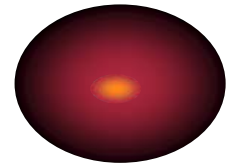
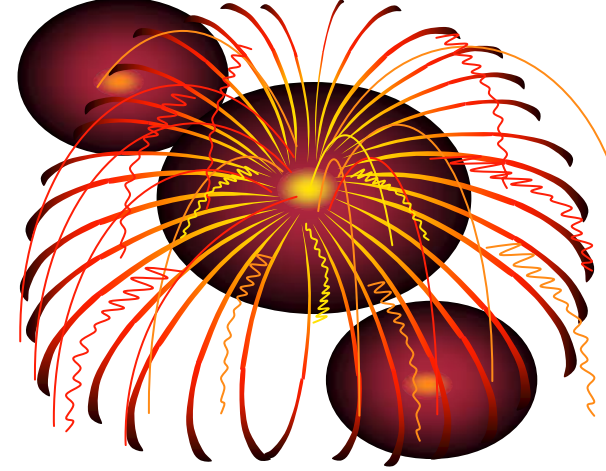


So...  
What can you do?



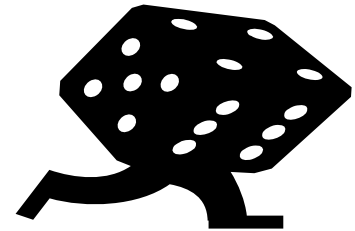
- Understand how children learn the order of words and structures in English.

So...  
What can you do?

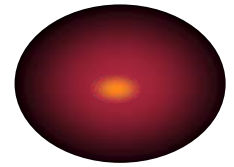
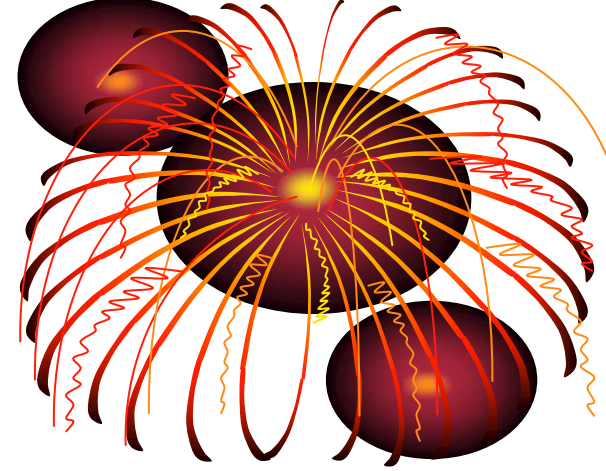


- Encourage the use of alternative constructions:

- Expanding the phrases
- Moving things around
- Transforming simple statements



So...  
What can you do?

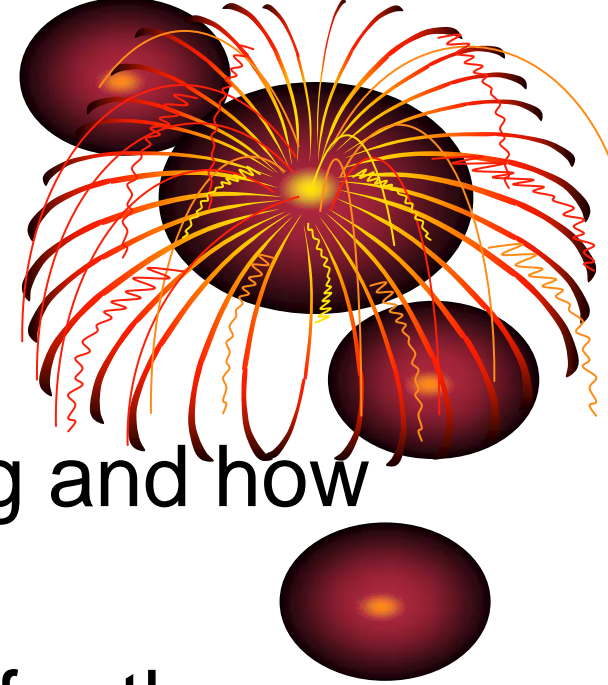


- Consider the impact of overloading the child's grammar.



# Language patterns that may help or hinder learning.

Nancy Anderson



- How much talk are you doing and how much talk is the child doing?
- How much time do you give for the student to respond?
- How do you elicit, extend, and elaborate the child's language while validating the construction of meaning?