



Invitation to play with a focus phrase...

ENCOURAGE STORYTELLING

Look at places in your day where children are composing language and building stories; dramatic play, blocks, playground, circle time, etc. and use these opportunities to raise their language for writing. "Loose parts promote language development when children use them as props to engage in rich conversations and storytelling with peers and adults" (Daly and Beloglovsky, 2015). "When children spend time in classrooms where they are engaged in learning, they naturally write about what they do" (Horn and Giacobbe, 2007).

Provide planned and purposeful activities encouraging children to enrich their language through play.

- Wordless Picture Books
- Storytelling Cubes
- Creation Stations
- Puppet Play

Implications

ORAL LANGUAGE

For young children, talking about a topic is a form of prewriting. Because a child begins their writing with talk, it is necessary for teachers to understand and value the importance of children's talk. If a child can talk about it, then they can write about it. A child who cannot talk about a topic will most likely struggle to write about that topic. "It's also important to remember that in most cases children's talk is going to be much more detailed than their writing" (Glover, 2009).



Note to Tooth Fairy

CREATE A VISION

Introduce children to the structure of stories through picture books. Reading aloud to them should be a natural structure in your day. Make the reading like a writer connection so clear. Use phrases such as, "You could be just like this author..." Notice what other authors do and invite children to try it in their own writing and storytelling.

Heather Varon and Juan Pablo Lugo



*BUILDING A FOUNDATION...
WITH OUR YOUNGEST
LEARNERS THROUGH ORAL
LANGUAGE*

How oral language can enhance the developmental stages of writing in emergent writers...through word play...telling stories orally...creating songs and poetry...using wordless picture books...dictation...and encouraging drawing and labeling during play.

BACKGROUND

According to Vygotsky's research, the relationship between a thought and a word is a process. "Every thought connects something to something else, to establish a relation between things" (Vygotsky, 2012). Vygotsky considered talk as one of the basic symbol systems. Before children put words on paper, they use talk to communicate. "Every thought creates a connection, fulfills a function, and solves a problem" (Vygotsky, 2012). Children's oral language efforts support their writing development.

Early research on writing showed that reading and writing were viewed as secondary acts because they required instruction compared to primary acts of speaking and listening, which occurred naturally. Piaget, Vygotsky, and Bruner established different thoughts about linguistic development. They proposed symbolic play as an integral part of writing development. Both symbolic play and writing were used to construct meaning.

Later, studies conducted by Durkin, Clay, and Bissex produced research that advocated for print rich environments, activities such as scribbling, and drawing, and risk-taking during reading and writing development.

Children should be exposed to print and books and provided with opportunities to write and talk with their peers about their reading and writing. When students experience co-created classrooms, their development is an integrated experience where they feel ownership of their learning (Carroll and Wilson, 2008).

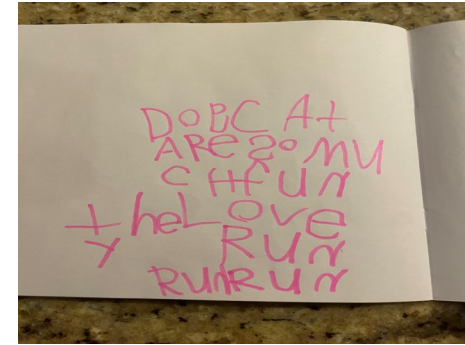
"Indeed, our story is finally all any of us owns" (Horn and Giacobbe, 2007).

HONOR APPROXIMATIONS

Value the importance of talk. Honor them as writers regardless of their developmental stage. Know where they are so that you can nudge them forward in their writing practice. The goal is for them to see themselves as writers.

EVERYONE HAS A STORY TO TELL

When we set the stage for children to tell stories about their everyday lives, they learn that ordinary events can become extraordinary stories.



Poem: Dogs and cats are so much fun...they love to run, run, run.

SET THE STAGE

Share stories about your own life to model storytelling. Invite children to talk about themselves. This creates community and a safe place to belong (Horn and Giacobbe, 2007).

ORAL REHEARSAL

Carve out a regular time for children to practice telling their stories to you and peers. Orally rehearsing their story gives them the opportunity to concentrate on the story itself, focusing on the details while hearing the story aloud. When they try to write their story as they are creating it, it becomes confusing trying to work out the details and remember how to write the letters (Glover, 2009).

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Building A Foundation with Our Youngest Learners Through Oral Language

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Handouts

2022 Texas Prekindergarten Guidelines

Tracking Child Outcomes. The University of Texas Health Science Center. Houston.

Language Development Image. 2021. The University of Texas Health Science Center. Houston