



Intentional Planning for Oral Language and Vocabulary Instruction

Planning for Vocabulary Routines

Personalized Oral Language(s) Learning (POLL)

Developed for Los Angeles Unified School District

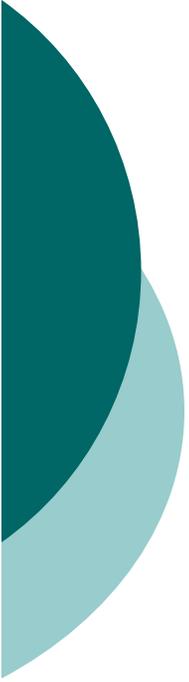
By Linda Espinosa, Ph.D., Carola Matera, Ph.D., Elizabeth Maqruder, M.Ed.

Oral Language Development

“The rate of children’s early language growth and later language outcomes is directly related to the verbal input that children receive when communicating with adults and other children.”

California Preschool Learning Foundations, Volume I, CDE Press, 2008





Setting Goals for ELLs

“...one of the most important steps for any early childhood program is to collectively decide on explicit language goals for their ELLs.”

Linda Espinosa, Ph.D.

Getting It Right for Young Children from Diverse Backgrounds



Considerations for the Development of our Dual Language Learners...

- Getting to know the child and family
- Value and support home language
- Promote oral language & communication throughout the day
- Assess to inform instruction
- Provide focused enhancements for English Language Learners
- Personalize instruction



Personalized Oral Language(s) Learning (POLL)

developed for LAUSD by Linda Espinosa, Ph.D., Carola Matera, Ph.D., Elizabeth Magruder, M.Ed.

- Family Languages & Interests
- Environmental Supports
- Instructional Support



Family Languages & Interests

- Family Languages & Interests Interview
- Home Language Support
- Family Engagement
- Parent Workshops



Environmental Supports...

Visually Rich



Environmental Supports

Facilitate rich conversations



Environmental Supports

Provide visual information



Environmental Supports

Provide places for independent learning



Environmental Supports

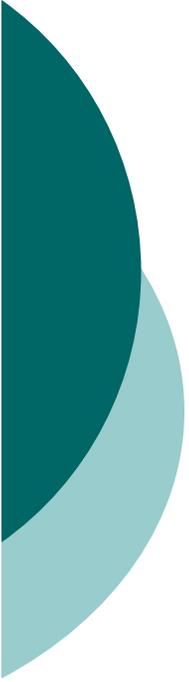
Promote small group interactions



Environmental Supports

Value and support home language

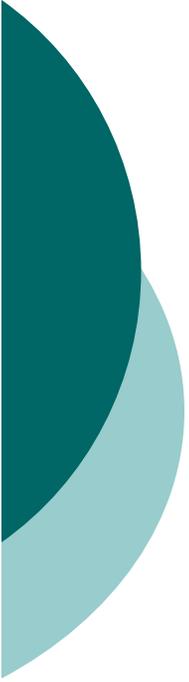




Making Vocabulary Development Meaningful...Establishing Routines

Word: Pretend

- Define: To decide to be someone or something else
- Example: "I can pretend to be a tiger."
- Ask: What do you like to pretend to be?



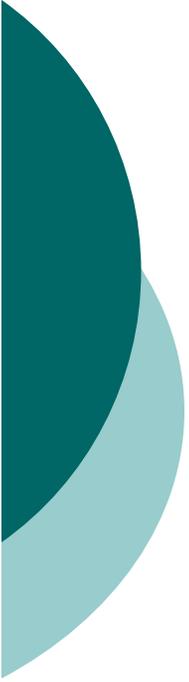
Anchor Books

Selected to Enhance Vocabulary

Development:

- read repetitively for a variety of purposes
- foster vocabulary and concept development through interactive conversations
- strategy work deepened in small group





Creating an **Intentional Message** to Enhance Vocabulary Development...

- embedded with content vocabulary, this written message sets the purpose of each lesson

“Welcome friends! We are glad you are here. I like to sing. What do you like to do?”



Today we will compare who has more, less.

"More" Chant
More means greater and greater means more.
More is bigger than ever before!
More is many while few is less,
More is a lot - no need to guess!
More means greater and greater means more.
More is bigger than ever before!

Aa Bb Cc
Dd Ee Ff
Gg Hh Ii
Jj Kk Ll
Colors

He had [red square] [red square]
He had [black square] [black square]
He had [white square] [white square]
He had [blue square] [blue square]
He had [red square] [red square]
He had [black square] [black square]

Library Jesse Alexis
Omar Edgar
Painting Anthony Johnny
Listening Abraham Ricardo Emilia
Leapdesk Lindsey Ashley Marcos
Computers Alyssa Karina Christian
Writing Evelyn Denisse Ralph
Arnela Kailani Ricky

GINGER finds a home
Charlotte Voake

Jesse

UN ARBRE IS HIBONSO
UN ARBRE IS SILI

239

THE BUTTON BOX



Using **Songs/Chants** to Enhance Vocabulary Development

- Academic and content vocabulary are woven into familiar songs and chants to encourage repetition

I say "Please" you say "Thank you"
"Please" ... "Thank you"
"Please" ... "Thank you"
I say "Hello" ... you say "How are you?"
"Hello" ... "How are you?"
"Hello" ... "How are you?"
I say "Fine" ... you say "Thank you"
"Fine" ... "Thank you"
"Fine" ... "Thank you"



Explore Chant

I say mathematicians you say explore
Mathematicians (me) Explore (students)
Mathematicians (me) Explore (students)
Say it to the ceiling, "Explore"
Say it to the floor, "Explore"
Whisper it to your neighbor, "Explore"
Now say it to the door, "Explore"
What's the word? "Explore"
Clap it out "Explore"
Shout it out "Explore!"
Mathematicians explore!
Mathematicians explore!



Pattern Chant

Red, blue, red, blue

Makes a pattern.

Green, yellow, green, yellow

Makes a pattern.

Brown, black, brown, black

Makes a pattern.

I love



Using **Visual Cues/Gestures** to Enhance Vocabulary Development:

- physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning



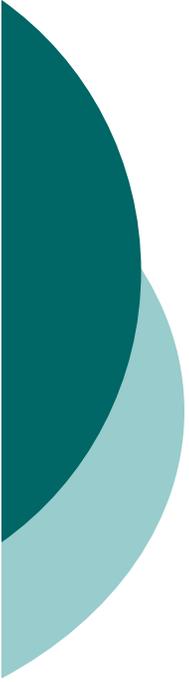


Opportunities to Enhance Vocabulary Development...

- Students are waiting in line
- Circle Time
- Transitions
- Whole group work
- Small group work
- Content Area Development
- Threading throughout a theme

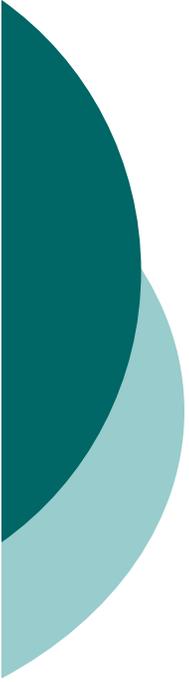
Purposeful Planning...

Week of :	Content Area: Monday	Tuesday	Foundation/Standard: Wednesday	Thursday	Friday
Anchor Book					
Vocabulary					
POLL strategies Personalized Oral Language(s) Learning	Intentional Message:	Intentional Message:	Intentional Message:	Intentional Message:	Intentional Message:
	Songs/Chants:	Songs/Chants:	Songs/Chants:	Songs/Chants:	Songs/Chants:
	Vocabulary Imprinting:	Vocabulary Imprinting:	Vocabulary Imprinting:	Vocabulary Imprinting:	Vocabulary Imprinting:
	Visual Cues:	Visual Cues:	Visual Cues:	Visual Cues:	Visual Cues:
Enrichment Activities					
Centers Extension					



Assessments: Capturing Baseline Data & Measuring Ongoing Progress

- ***Pre-LAS® 2000*** English/Spanish:
 - Receptive and expressive language – pre/post
- **Children's Progress Academic Assessment (CPAA)**
 - Interactive Computer Software
 - English/Spanish
 - Literacy and Mathematics
- **Desired Results Developmental Profile (DRDP)**
 - Observational tool
 - Social/Emotional
 - ELD
 - Language and Literacy
 - Mathematics



POLL

- o Personalized
- o Oral
- o Language(s)
- o Learning