Preschool GLAD®
Alive, Aloud, and A Lot of Words
Enhancing Literacy and Language Development of Preschool Students

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EL ROADMAP: Principle 2

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
Reading and writing float on a sea of talk.

James Britton
Components of Effective Oral Language Instruction

1. Creating a Language Centered Learning Environment
2. Developing Listening Skills
3. Teaching Conversational Skills
4. Promoting Auditory Memory
5. Expanding Conceptual Knowledge and Vocabulary
6. Encouraging Word Consciousness

Corinne Eisenhart (2006)
Oral Language Development
What We Know

• Becoming literate requires knowing thousands of words.

• Gaps in vocabulary start in preschool.

• Teachers’ use of sophisticated vocabulary in preschool and kindergarten is related to fourth-grade reading comprehension and decoding skills (Dickinson & Porche, 2011).

• Children’s home language plays a central role in English proficiency and overall student achievement (Kuhl, 2011)
Research Insights:
Educating Dual Language Learners

What is needed:

• **Intentional teaching strategies** to promote DLL’s dual language acquisition and foster language, learning, and development

• **Family engagement strategies** to promote families to engage in in-home learning activities and support home language development

• **Professional development** to build supportive attitudes, knowledge, and skills to work effectively with DLLs.
How is Language Learned?

• Play
• Engaging in stimulating talk
• Hearing books read aloud
• Repetition and imitation
• Explicit teaching

Echevarría, Short, & Peterson, 2012
Our Challenge

Teachers must balance comprehensible input with rich challenging vocabulary—academic language.
Language Acquisition

“When you hear the motor running, you know the brain is engaged.”

Jim Cummins
Language Rich Classroom

• Daily Teacher Read Aloud
• Intentional Conversations
• Open-ended questions
• Cognitively challenging discussions
• Planned experiences
• Retelling stories
• Engaging center materials
4 E’s of Language Development

- Explain
- Explore
- Expand
- Expectations
Preschool GLAD® Components

- Focus and Motivation
- Input
- Guided Oral Practice
- Emergent Reading and Writing
- Family Engagement
Weaving the Strategies Together

**Instructional Intentionality**

**Songs/Chants**
- Support knowledge development
- Practice vocabulary in context

**Big Books**
- Practice facts in meaningful, comprehensible way
- Support content

**Pictorial**
- Grows over the week
- Use picture file cards
- Review daily

Content derived from Process Grid

Intentional Planning – Process Grid

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Focus and Motivation

These strategies focus student attention on the unit or theme and activate and build background knowledge

• Observation Charts
• Inquiry Charts
• Picture Dictionary
• Big Books
Inquiry Charts

What do you know?

What do you want to know?
Picture Dictionary

limnologist

nest

tadpole

mosquito
Big Books

Are you a Community Helper?
By: Kelly Ortega and Shannon Johst

The most important thing in our classroom is that we show friendship every day.
In our classroom we can read fun and interesting books.
But, the most important thing in our class we show friendship every day.

The most important thing about school is that we play and learn every day.
In our classroom we can read fun and interesting books.
But, the most important thing about school is

Hooray it’s time for school.
School is a place I want to be, it’s a place where I can grow and learn the things I need to know.

There is a Day Nancy has fun in the spring.
Input

Input strategies allow for intentional teaching of vocabulary and concepts

- Pictorial
- Comparative
- Narrative
Pictorial
Pictorial
Pictorial
El reciclaje

fabrica de reciclar

plastico papel
latas

productos nuevos

El reciclaje

papel de bo

carbon
Narrative
Guided Oral Practice

Guided Oral Practice provides time to intentionally practice new vocabulary words and concepts

- Songs and chants
- Picture File Cards
- Process Grid
- T-Graph for Social Skills
Postal Worker Bugaloo

I'm a postal worker
And I'm here to say
I work in your neighborhood
And that's ok.
I pick up your mail
And deliver it too.
I bring it to your house
Just for you.
Letter, card, and package, too.
Don't the postal worker Bugaloo

Who are the people in your neighborhood?

Who are the people in your neighborhood?
In your neighborhood, in your neighborhood?
Who are the people in your neighborhood?
They're the people that you meet each day.
A postal worker, a person in your neighborhood.
In your neighborhood, in your neighborhood.
A postal workers, a person in your neighborhood.
She's a person that you meet each day.
Heroes
Firefighter, police officer, sanitation worker, paramedic, and librarian.
Process Grid
T-graph for Social Skills

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening to them Joelyn</td>
<td></td>
</tr>
<tr>
<td>play nice Anthony</td>
<td></td>
</tr>
<tr>
<td>sharing Ulises</td>
<td></td>
</tr>
<tr>
<td>“sorry” Joelyn</td>
<td></td>
</tr>
<tr>
<td>“stop, I don’t like it” Anthony</td>
<td></td>
</tr>
</tbody>
</table>
Emergent Reading and Writing

Children have opportunity to use new vocabulary through print activities

• ABC Chant
• Learning Log
• Class Book
ABC Chant
Essentials of Academic Language Development

• Prepare for vocabulary instruction
• Teach vocabulary that really matters
• Engage students in correctly applying new vocabulary through intentional experiences
• Assess students routinely on vocabulary
Final Thoughts

If better is possible, good isn’t good enough.

Dr. Susan Landry, Texas University at Houston