

# COLLABORATIVE LEARNING SESSION GUIDE

## Oral Language



# Oral Language

## Overview

*This Collaborative Learning Session (CLS) is intended to complement and extend the learning in the Oral Language module, an asynchronous online learning experience.*

## Oral Language Module Review

The [Oral Language module](#) is focused on oral language and its importance in early literacy development. It aims to help participants expand their understanding of oral language, investigate resources for cultivating a classroom climate that affirms students' home languages, and explore strategies for creating a language- and print-rich environment. The module includes activities such as watching videos, reading articles, reflecting on practices and selecting strategies to implement in the classroom. It emphasizes valuing linguistic diversity, incorporating home languages and using storytelling as a tool for learning. Overall, the module provides resources and reflection questions to support educators in enhancing their instructional practices related to oral language development.

Participation in the Oral Language module is not required for participation in the CLS, but it is highly recommended.

## Oral Language Collaborative Learning Session

The CLS builds on the Oral Language module to explore the connection between oral language, phonemic awareness and phonics to support reading, writing, and overall language and literacy development. Participants will watch selected classroom videos from a video gallery and use a note catcher to capture their ideas for discussion. The videos serve as a common text for participants to observe student and teacher behaviors that contribute to students' academic identity and growth. The essential questions for discussion include reflecting on the instructional strategies in the videos, considering implementation in participants' own classrooms, identifying students who could benefit from this support and exploring ways to provide ongoing support as a school community.

## Preparing for the Collaborative Learning Session

This CLS is scheduled to take 50 minutes with an opportunity to extend the meeting up to 90 minutes.

## Facilitator Preparation

### Review Oregon Early Literacy Framework (OELF) Resources

- Revisit the Oral Language module as a refresher.

### Schedule the CLS

- Communicate with your participants about the session date, time, location and goals.
  - Consider sending a meeting reminder one to two days prior.

### Prepare for Facilitation

- Closely read the facilitator agenda below.
- Watch the videos in the Video Gallery.
- Depending on timing, select one to two videos or an article for your team.
- Make sure you have a way to watch the videos as a group during the CLS, for example, computer, screen, projector, etc.
- Review the note catcher.
- Print or set up access to digital copies of the note catcher.

## Facilitator Reminders

This CLS focuses specifically on how oral language skills and text-based language skills are interrelated. It offers educators the opportunity to look specifically at elements of oral language like semantics and phonological awareness. It is an opportunity to look at teacher and student moves with colleagues and explore a connection to your practice. This close look at discrete skills is located within an expansive view of oral language as explored in the Canvas module. The Oral Language module includes providing resources and strategies for building on students' linguistic assets, creating a climate that affirms, respects and honors home language, and creating a language and print-rich classroom environment.

Participants will explore classroom video vignettes to observe student and teacher actions that contribute to students' growth in oral language and literacy. Using a viewing and discussion protocol, participants will look at instructional routines and strategies for supporting and differentiating literacy instruction and building on student strengths. They will also use the reflection questions to connect to their own practice and students. When teams explore classroom vignettes together, they serve as a common text that enables team members to observe student and teacher behaviors that contribute to students' academic identity and growth.

## Responsive Facilitation

The agenda in this guide serves as a reference. As a facilitator, you may want or need to adjust the flow to better meet the needs of your team. This may include additional reflection time, work time for teachers to engage in activities, review of materials and/or feedback opportunities.

# Suggested Meeting Agenda

## Materials

VIDEO GALLERY	EXTENSION GALLERY	ACTIVITIES
<ul style="list-style-type: none"> <li>• <a href="#">Sentence Segmentation</a></li> <li>• <a href="#">Syllables</a></li> <li>• <a href="#">Phonemes Linked to Letters</a></li> <li>• <a href="#">Letter-Sounds</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Talking in Class</a> (article)</li> <li>• <a href="#">Oracy in the Classroom: Strategies for Effective Talk</a> (video)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Note Catcher</a></li> <li>• <a href="#">Golden Line Protocol</a></li> </ul>

## Learning Goals

Participants will:

- explore student and teacher actions that can contribute to students’ growth in literacy;
- connect two key components of oral language (phonemic awareness and phonics) to classroom practices that support reading and writing instruction; and
- deepen understanding of classroom practices that support literacy.

## Success Criteria


Participants will:




- describe instructional routines and strategies to support the connection between oral language and literacy development;
- identify students that could benefit from differentiated support in sentence segmentation, syllables, phonemes and letter sounds; and
- hone observational skills to support deepening literacy practices.

## Essential Questions for Discussion

- What stood out to you from the videos as you think about supporting oral language and literacy development in your classroom? What questions do you have?
- In what ways does the instruction in the videos support literacy skills?
- What might you try in your classroom?
- What supports would be helpful in order for you to try this out?
- Which students in our community could benefit from this kind of support?
- How can we work as a school community to provide ongoing support to our students?

## Agenda

TIME	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
5m	<p><b>Welcome the Participants</b></p> <p>Use an opening activity that invites everyone to talk to make sure your team members feel welcomed into the space.</p>	Select your favorite opener for a meeting
5–7m	<p><b>Establish Community Agreements</b></p> <p>Ask team members what they need for this to be a successful learning experience and capture on poster or document. This helps to set a tone for inquiry and collaboration, which is essential for adult learning.</p>	Poster or place to document community agreements
3m	<p><b>Introduce Purpose and Goal of the CLS</b></p> <p>Share the note catcher with the team. Explain which videos you selected for the learning today and why. Clarify any questions about the agenda. This will ground participants in the topic of Oral Language for today’s learning.</p>	<a href="#">Note Catcher</a>
7m	 <p><b>Watch Video</b></p> <p>Ask participants to watch the video and take notes; you may need to allow them extra time to capture their thinking when the video is ended. It is important to allow enough time for participants to individually write their ideas before discussing. Observing and noticing teacher and student actions in the classroom takes practice. Make sure that teachers are using evidence from the video in the discussion and not evaluating teachers or students in the video.</p>	<a href="#">Note Catcher</a> Video gallery

TIME	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
5m	 <b>Reflect</b> Participants write individually to the reflection prompts. Make sure to allow think time as teachers begin to connect the students and teacher in the video to your school context.	<a href="#">Note Catcher</a>
8–10m	 <b>Small or Whole Group Discussion</b> Facilitate group discussion using the discussion prompts from the note catcher to share.	<a href="#">Note Catcher</a>
10m	 <b>Try It Out</b> Lead participants to consolidate their reflection prompts and discussion topics to surface how ongoing support can be provided to students. These can emerge as next steps to take in the classroom or across the school.	Optional: Poster to chart ideas
5m	<b>Closing</b> Invite participants to share an appreciation of someone in the group to acknowledge the learning that took place.	

## Extension Ideas

- Repeat the process with another video from the video gallery.
- For those teaching older elementary students, teams might consider working with the Oracy article [Talking in Class](#) followed by the [Oracy in the Classroom: Strategies for Effective Talk](#) video. Keep in mind that the strategies in these articles can also be applied in classrooms with younger students.
- Modifications for reading an article: Use the [Golden Line Protocol](#) to engage with and react to the article.

# Suggested Participant Agenda

## Essential Question

What classroom practices can help us explore and leverage the connection between oral language and phonemic awareness to support reading, writing and overall language and literacy development?

## CLS Learning Goals

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## Success Criteria

Participants will:

- describe instructional routines and strategies to support the connections between oral language and literacy development;
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- hone observational skills to support deepening literacy practices.

## CLS Meeting Agenda

TIME	AGENDA
10m	Welcome and Community Working Agreements
10m	Video Vignettes
15m	Reflection and Discussion
5m	Closing



# Note Catcher: Exploring Classroom Vignettes

“Oral language includes semantics, which is essential to vocabulary development. It also includes phonemic awareness, which is critical to reading. When children learn to blend sounds into words and segment words into sounds (phonemic awareness) in English, they can then connect the sounds with the corresponding letters (phonics) to sound out words and begin to master the alphabetic principle to identify words accurately. Accurate decoding (reading) and encoding (spelling) of words leads to high-quality representations of words in memory so that the words can be recognized instantly. Such efficient recognition is critical to reading fluency and to comprehension.”

—Oregon’s Early Literacy Framework, p. 20

## Classroom Video Prompts

As you watch the video, collect evidence and consider the following questions:

- What is this vignette about?
- What is the teacher doing to support all students in this work?
- What are the students doing?

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TEACHER ACTIONS	STUDENT ACTIONS	CONNECTIONS TO ORAL LANGUAGE	WONDERINGS AND QUESTIONS

## Possible Discussion Questions

- What stood out to you from the videos as you think about supporting oral language and literacy development in your classroom? What questions do you have?
- In what ways does the instruction in the videos support literacy skills?
- What might you try in your classroom?
- What supports would be helpful in order for you to try this out?
- Which students in your community could benefit from this kind of support?
- How can the school community provide ongoing support to students?



# Golden Line Protocol

## The Golden Line and Last Word Protocols for Discussing a Text Direction

- Read and annotate the article.
- Pay particular attention to these places in the text:
  - Where the text raises questions for you
  - Where it confirms what you already believe
  - Where it makes you say “Aha!”
  - Where it conflicts with your beliefs
  - Where it causes you to reconsider prior assumptions
- Choose two different “golden lines” that you want to share with the team. (You will only share one, but two gives you a choice, depending on what other team members may have already offered.)

## Discussion Guidelines

### Golden Line

- Each team member: Read aloud your golden line.
- Direct team members to its exact location in the text, and explain why you chose that line and its significance to you.
- Do not accept comments or questions at this time.
- Take no more than one minute.

### Last Word

- Team members explain the significance of their golden line only after other team members have discussed their own responses to the line. Each nominator of a golden line has the last word.

Schoenbach, R., Greenleaf, C., & Murphy L. (2016). The golden line and last word protocols for discussing a text [Team tool 6.20]. In *Leading for literacy: Team tools*. In R. Schoenbach, C. Greenleaf, & L. Murphy, *Leading for literacy: A Reading Apprenticeship approach*. WestEd. <https://readingapprenticeship.org/wp-content/uploads/2022/04/rl-team-tool-6-20-golden-line-protocol.pdf>