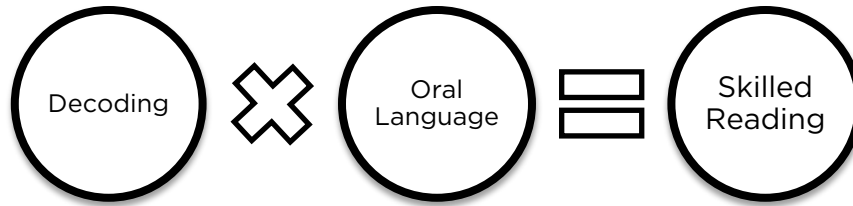


EARLY LITERACY: THE IMPORTANCE OF ORAL LANGUAGE



(Gough & Tunmer, 1986, Hoover & Gough, 1990)

WHAT RESEARCH SAYS

- A first-grader who is a poor reader at the end of the school year has an 88% chance of remaining a poor reader at the end of fourth grade.
- There is a 74% probability of a poor reader at the end of fourth grade remaining a poor reader throughout his or her academic career.
- Phonological awareness, instant letter recognition, and oral language are important to reading success.
- Students in the early grades understand reading because they have language.
- Ultimately, the size of one's vocabulary predicts future academic and career success.

ACTIVITIES

Naming

1. Choose a topic that coordinates with the book you will read with your student.
2. Student names items related to the topic (e.g., fruits).
3. Student names items in different categories (e.g., fruits that are red, fruits that have skin you can eat, fruits with skins you peel, fruits that are big and round).
4. Student compares similarities or differences of two items. Student uses complete sentences (e.g., an apple is red and a plum is purple or grapes are green and bananas are yellow).

Dialogic Reading

1. **P**rompt the student to say something about the book.
2. **E**valuate and confirm or evaluate and adjust the student's response.
3. **E**xtend the student's response by rephrasing and adding information.
4. **R**epeat the prompt to make sure the student has learned from the extensions.

(Whitehurst et al., 1988)