

## Feb 8 Consortium Minutes

Welcome by – Mark Riding – he welcomed everyone and also those on polycom. Mark did the folder browse-by. Julie talked about the NCTM conference that will be in SLC, Apr 9-12. We are offering scholarships to attend, buy one-get one free, up to 50 scholarships. Suraj talked about U-CASE meeting in St. George in March. Bruce talked about SASSIE news and Utah CEC Awards nomination page for April 12 Utah convention. New Teacher Conference is going on Feb 8-9. Jocelyn talked about the Family Education Series. Mark mentioned a list of free materials from the web of stuff from Al Hofemeister/UPDC program.

Business items: Jan, Gail and Diane are finishing their tour of duty on the CSPD Board. If you are interested in being on the board, let us know. Elections in March.

May theme for Consortium will be celebrating what works....persons places or things.

Ginny & Jocelyn presented the Utah Special Educator – goal this year is to be more inclusive with guest editors. Cathy Longstroth along with Jocelyn Taylor for USOE were the editors this time. Jocelyn urged all the members to read this edition cover to cover because the content is excellent.

Presentation: Lynn Kuhn – “The Road to Literacy: Through the Tapestry of Language” ([lynn.kuhn@gmail.com](mailto:lynn.kuhn@gmail.com))

Focus – 1) understanding the links between language and literacy; 2) understand how language skills influence literacy acquisition and 3) create meaningful and dynamic opportunities for literacy instruction to be built upon receptive and expressive language.

Focus 1 - Understanding the links between language and literacy:

Oral language is really a bridge between the two ends of language. The process of learning language needs to begin at an early level. Why do some students struggle? How do we “weave” together word recognition and language comprehension into the strand of “skilled reading?”

Reading is “decoding” X “listening comprehension.” The relationship between oral and written language are fundamental and reciprocal; reading and writing are initially dependent on oral language and eventually extend oral language abilities.

Learning to read is not natural. We must teach our children explicit and systematic how to apply the code to learning to read and write. Our brains are wired for oral language. (Good resource: Proust and the Squid by Mary Ann Wolf)

4 Part Processor:

1. Activities work best when they are engaging and require reflection on language and thinking.

2. Activities that emphasize the meaning and context processors build relevant and purposeful connections.
3. Listening and repeating models of good language engage the phonological processor.
4. Reinforcing oral language with opportunities to write deepens language learning.

Focus 2 – Understand how language skills influence literacy acquisition

“Research consistently demonstrates that the more children know about language...the better equipped they are to succeed in reading.” A large number of children at school entry lack the critical oral language skills necessary for them to benefit from early literacy instruction. Oral vocabulary is key.

There is great value to reading aloud. It gives: background knowledge, exposure, familiarity, familiarity of reading process and that reading is pleasurable. Reading is rocket science!

The essentials of language: phonology, syntax, semantics, morphology and pragmatics.

(Resource: Unlocking Literacy by Marcia Henry)

(Resource: Alliance for Excellent Education, [www.app4ed.org](http://www.app4ed.org))

Pragmatics: 70% of communications are at a nonverbal level (eye contact, gesture, space, body language, etc.

Make the connection from speech to print.

Focus 3 – Create meaningful and dynamic opportunities for literacy instruction to be built upon receptive and expressive language.

Oral language requires ever present ongoing consciousness for teachers. Teacher’s verbal behavior is the critical element and dimension of language learning. Be a verbal reflector; clarify for students when their response is murky or short then ask them to repeat or reuse.

90% of what you say and do (showing and telling) will be retained.

(Resource: Taking Delight in Words: Using Oral Language to Build Young Children’s Vocabularies by Isabel Beck)

Oral language is the heart of literacy instruction.

Nan Gray gave an update on the legislature.

Meeting adjourned at 12:00 noon.