Cox Campus Guide: Meaningful Conversations (The Talk Strategy)

NOTE: This tool was created to help guide you through the Meaningful Conversations (TALK Strategy) course in a meaningful and intentional way. The course has been broken down into smaller pieces with reflection and practice built into each. Also included are the Expected Child Outcomes that directly align to the strategies presented in Power of Language. Users have found when they follow this guide; implementation of the practices is more effective in the classroom.

Expected End-of-Year Child Outcomes for Meaningful Conversations (The TALK Strategy) (Preschool/PreK):

PRESCHOOL 36-48	PRE-K 48-60
When engaged in conversation, enters in several back and forth exchanges on one topic of interest. • *Responds to questions with related information* • *Shares personal experience that relate to topic of conversation* GELDS: CLL1.3c	Describes activities, experiences, and stories with more detail. • *"I had a big birthday cake that was shaped like a car, and it had 5 candles and it had my name written on it."* • *"We got a new puppy and it has soft, curly fur and two black ears."* GELDS: CLL1.4a, CLL4.4c

With prompting, uses longer (4-5 words) and multiple sentences to communicate. • *"I need some more milk please. My cup is empty. I drank it all up."* GELDS: CLL4.3b	Uses increasingly more complex sentences (including transition words, e.g., *and, but*) to express ideas and feelings. • *"I can't finish eating this because my tummy is so full."* • *"I am going to play in the block center and build a castle."* GELDS: CLL4.4b
Follows 2-3 step directions with guidance • *Follow directions to walk to cubby, put on jacket and walk to the door* GELDS: CLL1.3b	Follows directions with more than two steps • *Plays a game with multiple steps (stand behind the line, toss the bean bag, look at the picture that it landed on, then imitate the movement on the picture* GELDS: CLL1.4b
Uses vocabulary (words that have been consistently modeled in a variety of contexts, including Tier 2 words) in conversation (with prompting) • *Child says, "Would you help me with this puzzle?"* *Teacher says, "Is this puzzle easy or difficult?" Child says, "It's difficult, that's why I need you to help me."*	Uses and applies Tier 2 words appropriately in multiple contexts (generalized use) • *After, hearing the word absorb modeled in a variety of situations, child says, "My shoes are soaking wet because they absorbed the raindrops."* GELDS: CLL4.4d

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Responds to open-ended questions with appropriate answers or complete thought. • *When asked, "Why do you think the baby in the picture is crying?", child responds, "She is sad because she wants her mommy."* GELDS: CLL4.3b, CLL1.3c	Responds to questions using expanded sentences and with greater detail. • *When asked, "Why do you think the girl in the picture is crying?", child responds, "She is crying because she is disappointed that her mother won't let her have another cookie."* GELDS: CLL4.4b, CLL1.4c

PRESCHOOL 36-48	PRE-K 48-60
Asks questions for further understanding (where, why) • *"Why don't you want to play anymore?"* • *"Where is your house?"* GELDS: APL2.3b	Asks increasingly complex questions to further understanding, using expanded sentences • *"Why do we only get to have fruit for snack and not candy?"*

	• *"Why do you have to go to so many meetings and not get to stay with us the whole time?"* GELDS: CLL4.4b, APL2.4b

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Cox Guide: Meaningful Conversations (The TALK Strategy), Preschool/PreK

Course/Lesson	Guiding Questions	Action Steps	How will I know I've been successful with my action steps?	Extra Support/ Resources available on Cox Campus
Meaningful Conversations: Lesson 1- Introduction to TALK **Overview:** In this lesson you will get a first glimpse at TALK, a strategy that will empower you to have meaningful conversations with children	*- How do intentional responsive interactions impact a child's relationship with adults?* How does every interaction you have with a child help them become competent, confident and willing to take risk? How do Meaningful conversations help build language? Why are they so important?	**Plan:** Think about ways to incorporate meaningful conversations into your daily routine. Select Tier 2 words to push in during different parts of the day. *(Note: If you need a refresher on building vocabulary, you can revisit that lesson in the Power of Language)* *Watch:* Watch Joan and Nathan's conversation. How does Joan use the steps in TALK to have a meaningful conversation with Nathan?*	**Expected Child Outcomes**: See listed on first page **Teacher Indicators**: - Gets down on child's level and observes what he/she is looking at or doing - Comments on what was observed (examples: I see, I think, I notice that) and pauses to let child respond - Teacher creates a safe, nurturing, loving environment where	**Read the following document(s) in the *Resource Library:*** - 101 Tier 2 words in English and Spanish - Tuning In and Responsive Instruction for TALK Teaching Aid TALK Teaching aid

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		Practice: Select or think about a student during centers and try re-stating to mode a more complex vocabulary word. **Reflect:** Videotape your practice and reflect on these questions and the teacher indicators: Did you tune in by listening and observing what the child was doing? How did you tune In? How did the children respond when you tuned in? What changes did you notice? Describe your classroom environment. Is it nurturing	children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language - Classroom environment is reflective of a No Shhh Zone where every child's voice is honored and teachers gain children's attention through the use of developmentally appropriate strategies	- Vocabulary for the first few weeks of school - Criteria for Selecting Target Vocabulary - Ways to Support Vocabulary Growth - Levels of Language - Tune In Sentence Starters (for infants and toddlers but also applicable for Preschool/PreK) Let's TALK

| | | and loving? Is it reflective of a No Shhh Zone?

What do you still want to work on?

Share your reflections with a colleague, coach or in the Cox Campus community! | | |
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| **Meaningful Conversations Lesson 2: A closer Look at TALK: Tune in and Ask Questions**

Overview: At the end of this Lesson, you will be ready to connect with children and invite them into a conversation, using the first two elements | How does using the TALK strategy help you be more intentional when engaging in meaningful conversations?

How does tuning and observing into a child before starting a conversation help strengthen the | **Practice and Reflect:**

Videotape yourself as you practice asking open-ended questions during a small group activity or center.

Plan and include safety nets that encourage children to express ideas and use tier 2 words as part of your group instruction. Reflect on these questions: | **Expected Child Outcomes**: See listed on first page

Teacher Indicators:

- Asks mostly open-ended questions to encourage child to express ideas and thoughts or uses open-ended statements such as, "Tell me about…" "I wonder what would happen if…" | **Read the following document(s) in the *Resource Library:***

Please see list of resources under lesson one.

Using Questions Effectively

- Observation Guide and Safety Nets for Toddlers (for |

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of TALK. The first Two elements are Tune in and Ask opened- ended questions.	engagement with a young child? Why is it important to use open-ended questions with children? How does the use of safety nets help encourage conversations with children?	What types of questions are you using? Closed ended or open ended? Are you using safety nets to scaffold a child's learning when needed? How did the use of open-ended questions and safety nets help encourage conversations with children? What did you notice about the children's answers? **children will use words that are more complex when you lift language and model them in different contexts.** Share your reflection answers (and video if you like) in your private discussion group or in the Cox Campus community.	- After asking a question, waits for child to respond - Uses safety nets when needed to scaffold child's learning Examples include: • Asking simple yes/no questions or questions with few choices, e.g., is it ____ or ___? • Models answer for child using a well formed sentence • Provides a phonemic clue	additional support)

Meaningful Conversations: A Closer Look at TALK: Lift Language and Keep It Going Lesson 3 Overview: In this lesson, you will dive deeper into the last two elements of TALK: Lift Language and Keep It Going. The last two elements of TALK include modeling rich language and taking turns to keep the conversation going. By the end of this course, you will have: ● Knowledge and Understanding	- How do the following the following strategies lift language: restate, parallel talk, self-talk and build up/break down? -How does the build up and break down strategy help model rich target vocabulary? Why are self-talk, parallel talk, and think-alouds important strategies to incorporate in conversations? How do back and forth exchanges promote vocabulary and model well-formed sentences.? Why are open-ended questions important in developing critical thinking skills and	**Plan:** Select five Tier 2 words to practice the lifting language strategies in conversations with children. **Watch:** Review video called *Joan and Nathan TALK* in the resource center. What stands out to you as you watch this example of the TALK strategy? **Practice**: Now videotape yourself using the lifting language and Keep it Going practices. How did you tune in? What questions did you ask? How did you lift language? How did you keep it going? Use the teacher indicators to help you reflect. What went well	**Expected Child Outcomes**: See listed on first page **Teacher Indicators:** - Acknowledges child's response and builds their language by restating and expanding upon what they said using well-formed sentences - Uses complex sentences and correct grammar - Uses tier 2 words - Promotes language by using strategies like: ● build-up/break-down,	**Read the following document(s) in the *Resource Library:*** - 101 Tier 2 words in English and Spanish - Criteria for Selecting Target Vocabulary - Ideas to Lift Language - TALK Teaching Aid -TALK Poster -Let's TALK - Ways to Support

of how to model rich language using the build-up and break down strategy. • Understanding of how to model target vocabulary using restate, parallel talk, self-talk, and think-alouds. • Understanding of how to keep the back and forth interactions going	promoting back and forth interactions? Why is it important to give wait time to children when engaging in a conversation? How do the different elements of TALK build upon each other?	and what do you want to continue to work on? Share your experiences with your colleagues, coach or in the Cox Campus community discussion. **Reflect:** Go to the Cox Campus Community Discussion: *Talking with Children* and join the discussion by sharing some ways you practice lifting language in your classroom. Which lifting language strategy are you most comfortable with? Least comfortable with? Why?	• narrates what he/she is doing (self-talk) or the child is doing (parallel talk) • think alouds and open ended questions - Keeps the conversation going by continuing to tune in, ask questions and lift the language - Has at least 5 back-and- forth exchanges with children encouraging him/her to express ideas on his/her own	Vocabulary Growth -Vocabulary Words for the first few weeks of school and beyond -Tier 2 words and questions for centers -Using Questions Effectively

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TALK and (Dual Language Learners – DLL's)	How can we adapt TALK for dual language learners?	**Reflect:** Go to the Cox Campus Community and share your thoughts on these questions: -How do you adapt TALK for dual language learners? -How are you supporting the dual language learners in your classroom as they learn and develop in two languages? Are you using gestures and giving adequate wait time after asking questions? -What other questions do you have about supporting Dual Language Learners?"	**Expected Child Outcomes**: See listed on first page **Teacher Indicators:** - Accepts code switching as a normal part of bilingual development and responds appropriately (responds in one language only) - Uses a few words in the child's home language, when appropriate; if bilingual (or speaks the child's home language), uses home language to support instruction and learning. - Scaffolds learning and language development,	**Read the following document(s) in the *Resource Library:*_** -Family Language and Culture Survey (in English and Spanish) -Vocabulary and Common Phrases in Spanish

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			providing appropriate supports, related to the child's level of language, e.g., use of small groups, visuals, objects, pairing with a more advanced peer, use of interactive supports. - Creates varied opportunities to model language for DLLs and provides multiple opportunities for DLLs to practice use of English. - When interacting in small groups or one-on-one, supports DLLs' English learning through the use of: o Gestures, pointing, and actions	

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			o Repetition of key words in the children's home language (when possible) and in English	
			o Use of a few words in the child's home language	
			o Narration (self-talk and parallel talk)	
			o Expanding on child's answer	
			o Requesting oral response rather than gesture, when appropriate	
			o Asking simple yes/no questions or questions with	

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			few choices, e.g., is it _____ or ____?	
			○ Providing additional wait time	
			○ Asking open-ended questions, when appropriate	
Meaningful Conversations: Lesson 4: Responsive Teaching for TALK **Overview:** This lesson reinforces how to tune into children's needs and use additional responsive instruction strategies to help	-How do the TALK ladders help children become independent conversational partners? -Why is it important to observe and document where children are on the ladder? -How do the expected child outcomes support responsive teaching? -How do safety nets help children become	**Practice:** Select three children and use the TALK ladders as you engage them in conversation. - How did your use of the ladders encourage them to be independent conversational partners? - What were some barriers that you encountered? Share your experience with your colleagues, coach or in the Cox Campus community.	**Expected Child Outcomes**: See listed on first page **Teacher Indicators:** - Evidence of planning for TALK throughout the day in schedule and lesson plans - Evidence of responsive instruction including scaffolding (safety nets) as	**Read the following document(s) in the *Resource Library:*** - Tune In and Responsive Instruction for TALK -TALK Checklist -Expected child outcomes

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achieve the strategy goal.	independent conversational partner?	**Plan:** Think of ways that you could use safety nets during a small group time. How can you use either/or statements or fill-in-the-blank statements to lift language? Use the TALK checklist to monitor your conversation. **Watch:** Videotape a small group lesson using the TALK strategies in your conversation. **Reflect:** How were the children more successful in engaging as a conversational partner? communicating? What observations and documentation did you make about children's progress toward the end goal? . How can you be more intentional with observing	described on the TALK ladder - Progress monitors children's development using anecdotes, checklists, assessments. Plans intentionally based on this information; over time sees growth in children's development (see expected child outcomes). **Expected Child Outcomes**: See listed on first page **Teacher Indicators:** - Evidence of planning for TALK throughout the day in schedule and lesson plans	-Using Questions Effectively

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		and documenting children's progress, and using that information to inform your instruction?	- Evidence of responsive instruction including scaffolding (safety nets) as described on the TALK ladder - Progress monitors children's development using anecdotes, checklists, assessments, etc. and plans intentionally based on this information; over time sees growth in children's development (see expected child outcomes)	

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