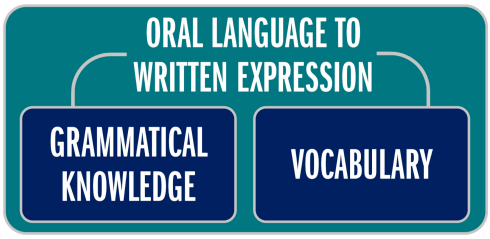
Effective Communicator
ORAL LANGUAGE to WRITTEN EXPRESSION



Supporting Students to Communicate Effectively from Oral Language to Written Expression

Foundational oral language skills, comprised of vocabulary and grammatical knowledge, are essential for the processes of both reading comprehension and written expression. Effective communication is dependent on language comprehension, or the ability to understand spoken language. It is widely considered a natural process that develops from birth, while reading comprehension is the ability to understand written language and is learned. Jeanne Schopf connects and elevates the crucial role of classroom discussion in enhancing reading comprehension. Even further, she identifies structured discourse as a support for secondary students to refine their ideas and transition oral claims into structured academic writing (Schopf et al., 2026). The *Kentucky Academic Standards (KAS) for Reading and Writing* align and call for student demonstration of competency with both Composition and Language standards in the context of authentic reading, writing, speaking and listening tasks in Kindergarten - Grade 12.

Connection to Evidence-Based Instructional Practices

"Since the ability to effectively engage in academic conversations and compose sophisticated texts depends heavily on strong oral language skills, classroom discussion should be prioritized" (Schopf et al., 2026). In fact, Discussion and Questioning were found to have an effect size of 0.82, wherein learning extends beyond that which was expected from attending school for a year (Fisher et al., 2016). Institute of Education Science (IES) Guides synthesize current research findings into principles for reading and writing instruction across developmental ages. Teaching students academic language skills, guiding them through focused, high-quality discussion on the meaning of text, and providing opportunities for extended discussion of text meaning and interpretation are all recommended within these guides as evidence-based instructional practices (2016, 2010, 2008). While focused and structured academic discussions among teachers and students, promotes language comprehension they are not an end in themselves. Academic discussions should be leveraged as a tool for students to effectively communicate through text-based writing experiences.

Connection to High-Quality Instructional Resources (HQIRs)

In many HQIRs, discussion is used to make meaning of text (comprehension as a process) as well as formatively assess understanding (comprehension as a product). Opportunities to use discussion in writing instruction should also be leveraged. IES Guide: Teaching Secondary Students to Write Effectively posits that when students provide written feedback and assessment to peers, their comments and observations may not only benefit the peer receiving the feedback but also enhance their understanding of their own writing (2017). KAS Conferencing Guides from Composition Rubrics are a tool that can be used to support students through these types of targeted discussions as they develop throughout the writing process.

*References