



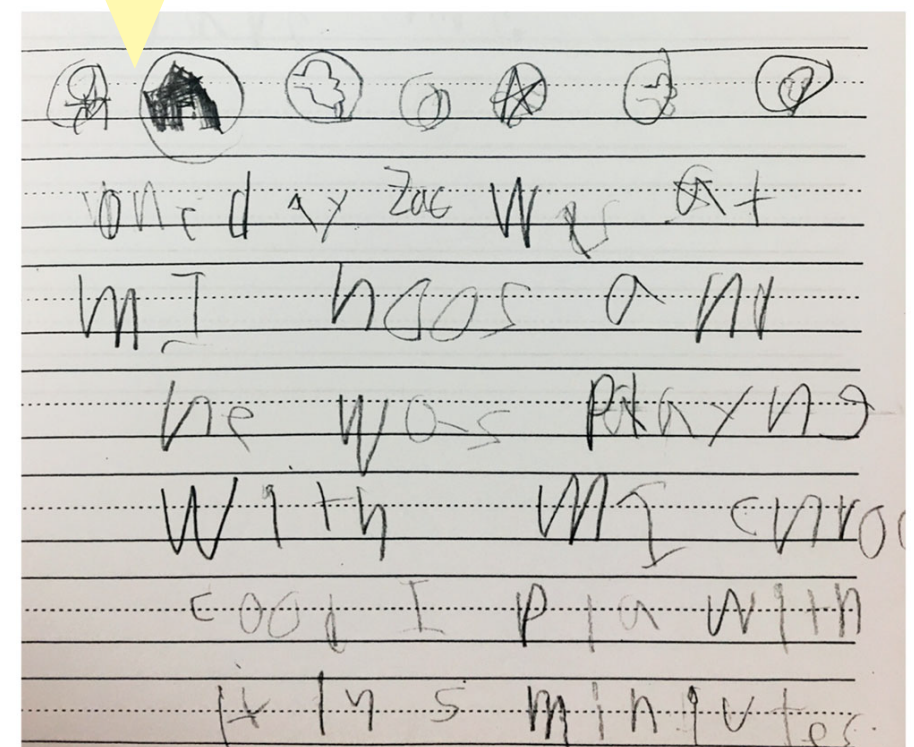
ORAL NARRATIVE INSTRUCTION IMPROVES KINDERGARTEN WRITING

Writing is a critical literacy skill that emerges in kindergarten. But let's face it, almost nobody knows how to teach it. Even in research, all writing interventions for young students have focused on transcription (i.e., spelling and handwriting). Text generation that involves word choice, syntax, grammar, and text structure is the neglected part of writing instruction. Therefore, the purpose of this study was to investigate the effect of Story Champs, delivered 100% orally, on kindergarten students' text generation skills.



The classroom teacher delivered 6 narrative-focused ORAL LANGUAGE intervention sessions to students in small groups. Students produced daily writing samples during baseline, intervention, and 3-4 weeks later.

Some students recreated the icons used to teach oral narratives to support their story generation.



The oral language instruction had an immediate positive effect on the narrative quality of all 6 students' writing. Individual and overall effects were significant and large (Hedges' g ES = 1.41 to 4.31). Writing improvements maintained 3-4 weeks later. Findings suggest an efficient causal relation between oral language instruction and writing quality.

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Kirby, M. S., Spencer, T. D., Chen, Y. I. (2021). Oral narrative instruction improves kindergarten writing. *Reading & Writing Quarterly*. <https://doi.org/10.1080/10573569.2021.1879696>