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**Educator's support in developing children's interactions and the development of young children's oral literacy**

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Quality educational practices that are put in place by the adult to support young children's development and learning may help increase their oral literacy especially if these practices promote interactions with both their peers and adults (Weisleder et al., 2013). The quality of adult-child interactions in the CLASS Pre-k domain "Instructional support" (Pianta et al., 2008) allows us to observe the role of educators in the child's oral communication development. "Teacher interactions" and "Peer interactions" domains of the inCLASS (Downer et al., 2010) allow us to observe how children seize opportunities to engage in interactions and how they can be supported through quality educational practices. Comparisons of both children's interactions among themselves and with their educator will be presented to identify educational practices that promote the development of their oral literacy. More specifically, we will discuss results related to the educator's support in developing children's interactions in order to understand their influence on the development of young children's oral literacy.