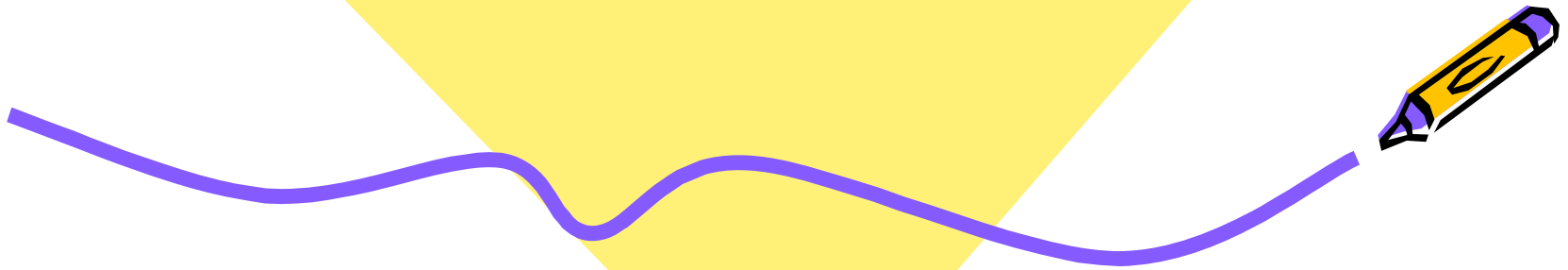




Oral Language and the Struggling Reader: Using the Record of Oral Language to Inform Instruction

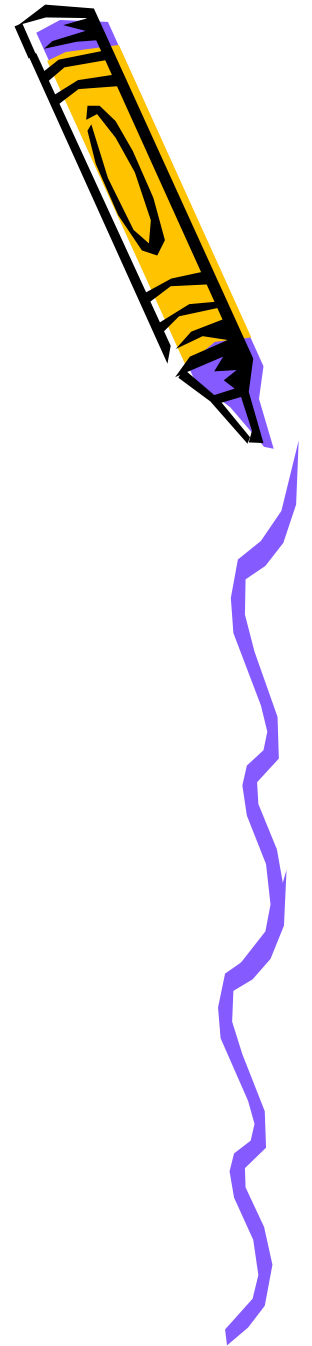


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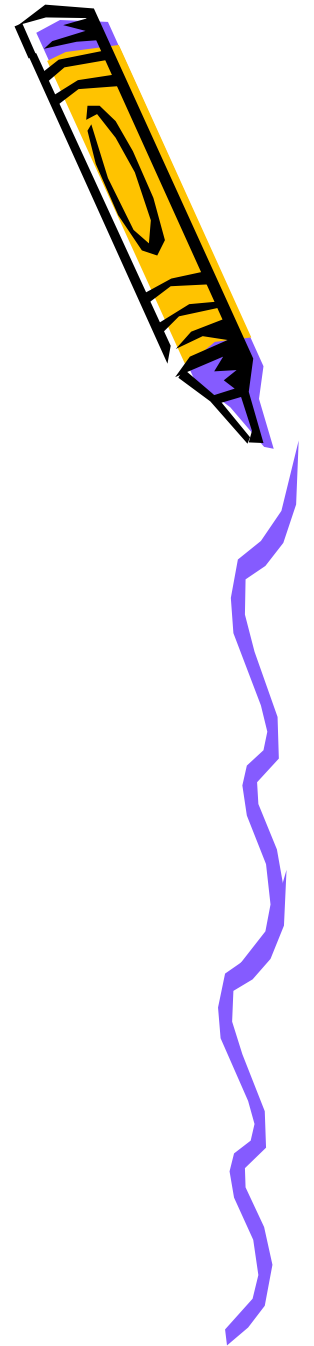
“Children draw upon this
oral language ...” COT, p.
115

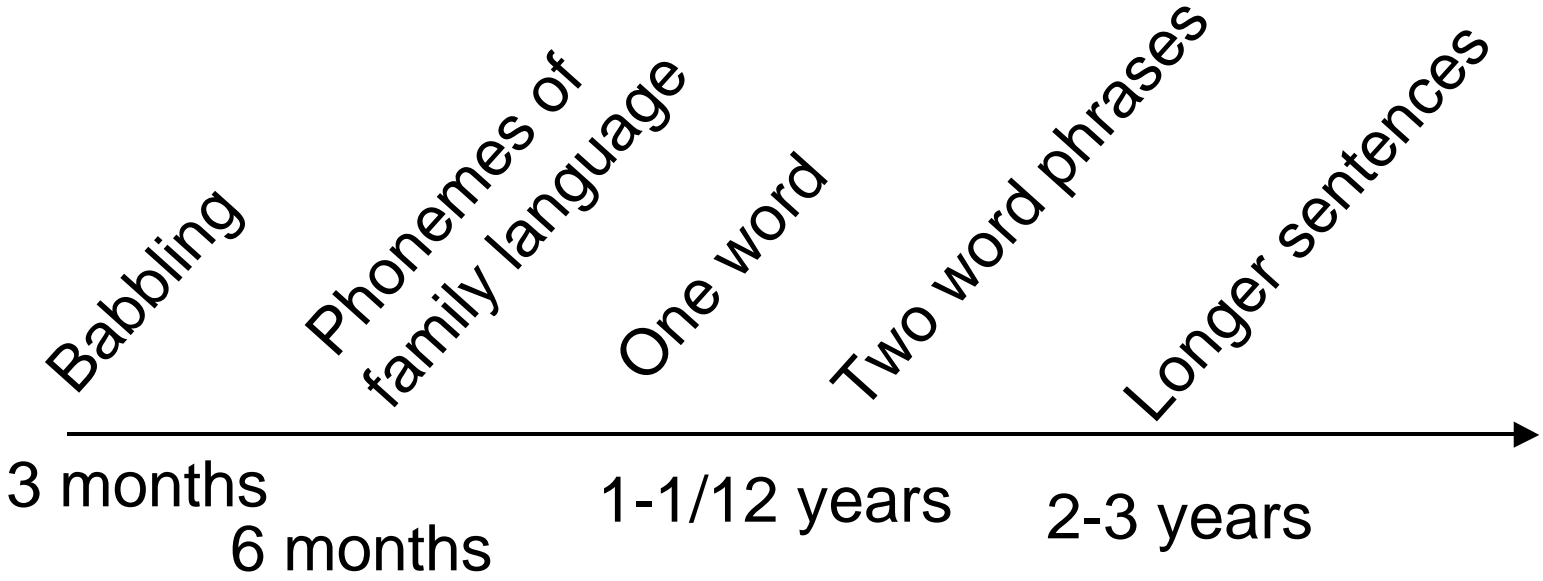
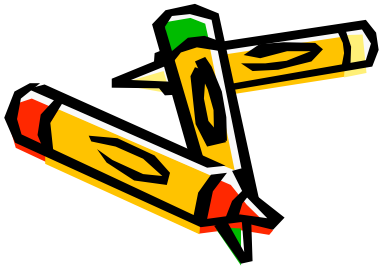


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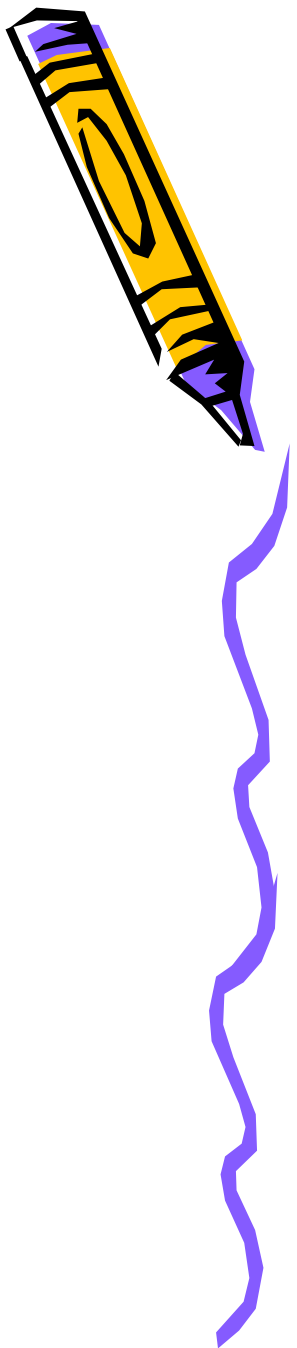


“At this early stage the child is
'reading the context'” LL, Pt. 2, p.
47





Unusual
pronunciation,
grammar, and
references



Changes in speech at school entry

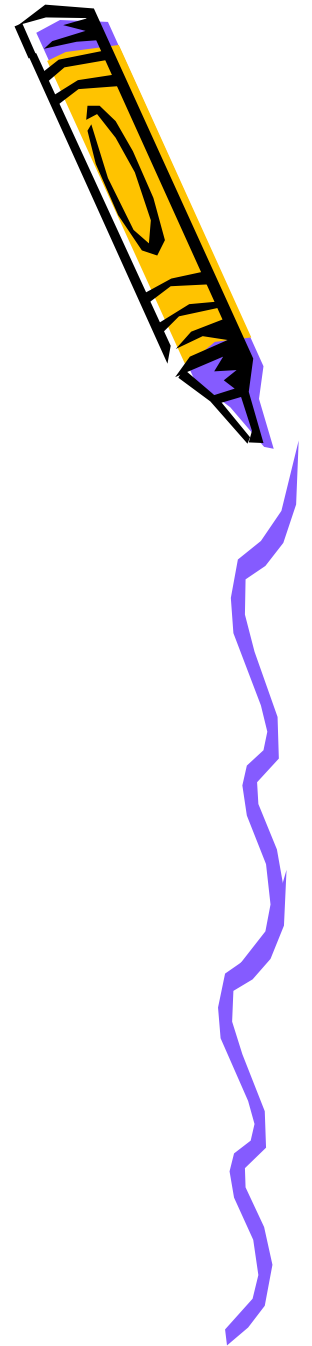
- Increase in ability to understand speakers and to be understood
- Increase in precision of use of sound system, vocabulary, sentence patterns, and rules
- Acquires a feeling for 'book language' (BL, pp. 72-73)



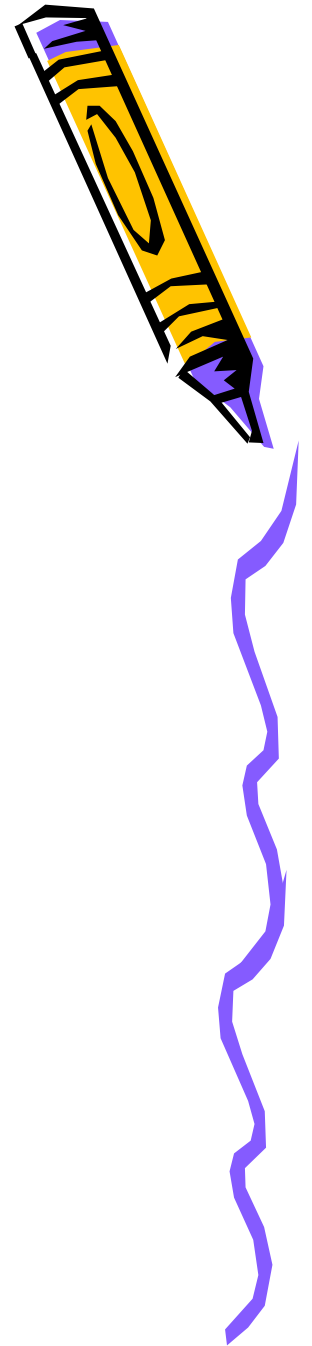
“...teachers should look more closely at language behaviors...Knowing what the pupil does leads to more significant teaching

”
...

BDP, p. 105



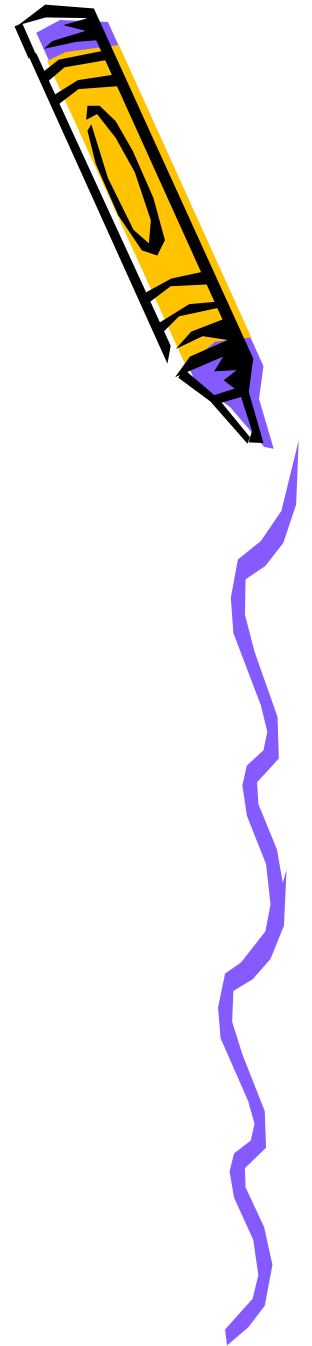
“Listen to the child’s use of
language. ...” LL, Pt. 1, p.
33



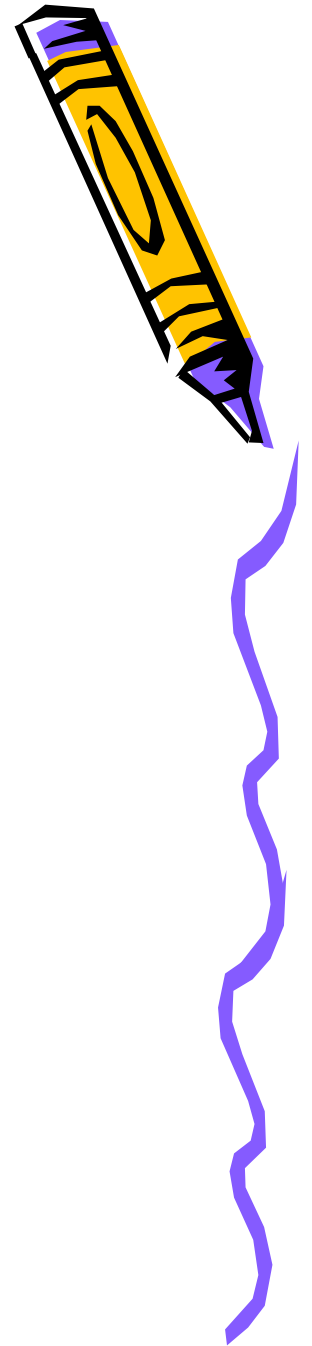
“If we keep a note....” LL, Pt. 2,
P. 51



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“The ‘Record of Oral Language’ assessment... LL, Pt. 2, p. 90



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✓ ✓ ✓ ✓ ✓

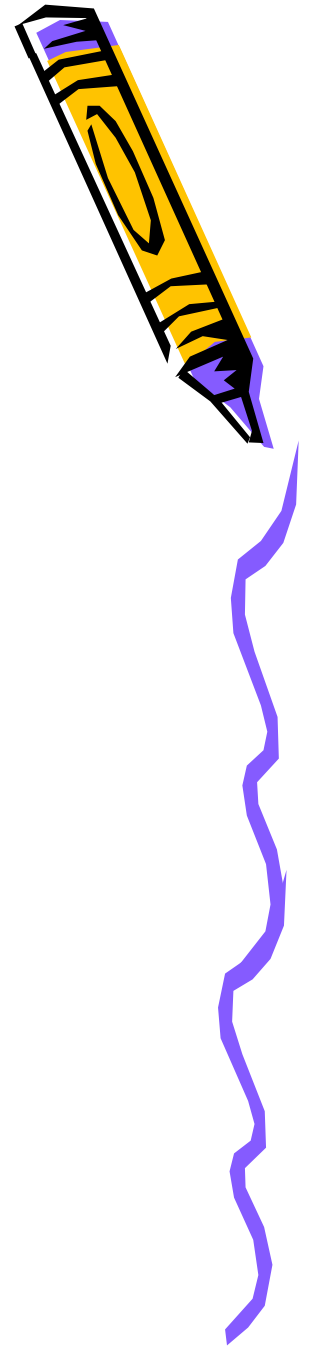
Tom is running to school.

✓ ✓ to Bill ✓

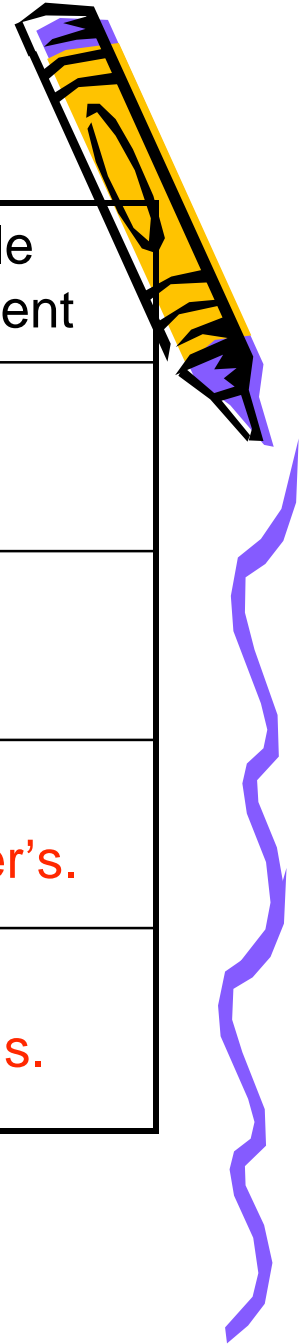
I want Bill to come.

✓ ✓ ✓ ✓

What is the time?



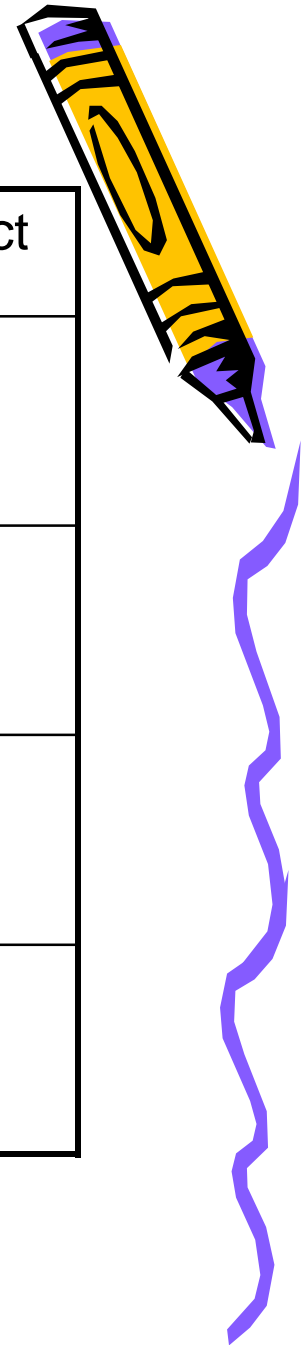
Type A Sentences



	Subject	Verb 'to be'	Simple Statement
Level 1	✓ <u>brother</u> ✓ My brother's knees	<u>is</u> are	✓ dirty.
	✓ <u>dad's</u> <u>music</u> My father's radio	<u>-</u> is	✓ broken.
Level 2	✓ ✓ ✓ <u>-</u> <u>-</u> That big dog over there	✓ <u>-</u> <u>-</u> <u>-</u> is going to be	✓ ✓ my brother's.
	<u>old</u> ✓ <u>-</u> ✓ <u>-</u> <u>-</u> - That old truck in there	<u>-</u> <u>-</u> <u>-</u> used to be	✓ ✓ my father's.



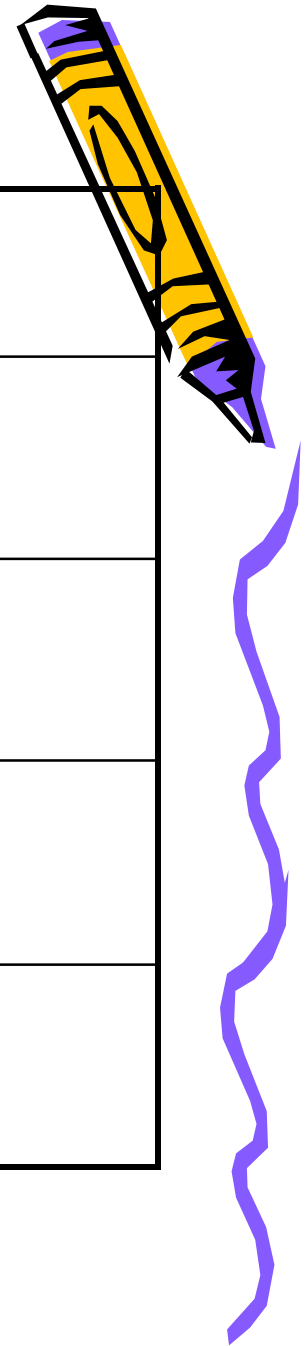
Type B Sentences



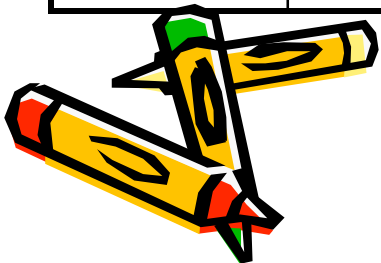
	Subject	Verb	Direct Object
Level 1	✓ Kitty	✓ ✓ is drinking	✓ ✓ some milk.
	<u>Sally's</u> Sally	✓ is riding	✓ ✓ her bike.
Level 2	✓ ✓ <u>on</u> ✓ ✓ The boy by the pond	✓ ✓ was sailing	✓ ✓ his boat.
	<u> </u> <u> </u> <u> </u> ✓ ✓ The cat from next door	<u>the cat</u> ✓ was - chasing	<u>the</u> ✓ a bird.



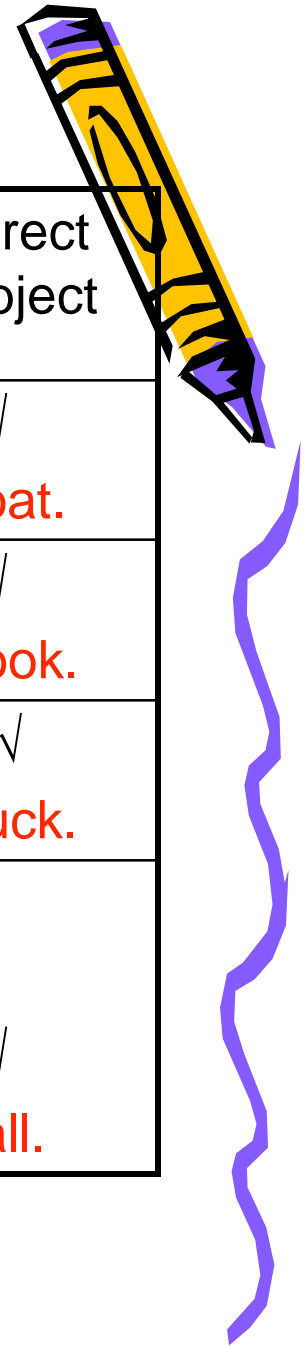
Type C Sentences



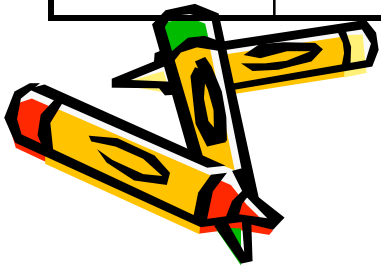
	Subject	Verb	Additional Construction
Level 1	<u>Sally's</u> Sally	√ is staying	<u>-</u> √ at home.
	√ Mary	√ √ is going	√ √ to town.
Level 2	√ √ The bird	√ flew	<u>on</u> √ √ √ √ <u>bird/R/SC</u> to the top of the tree.
	√ √ The dog	√ ran	<u>went</u> <u>for</u> √R <u>-</u> <u>-</u> √ through the hole in the fence.



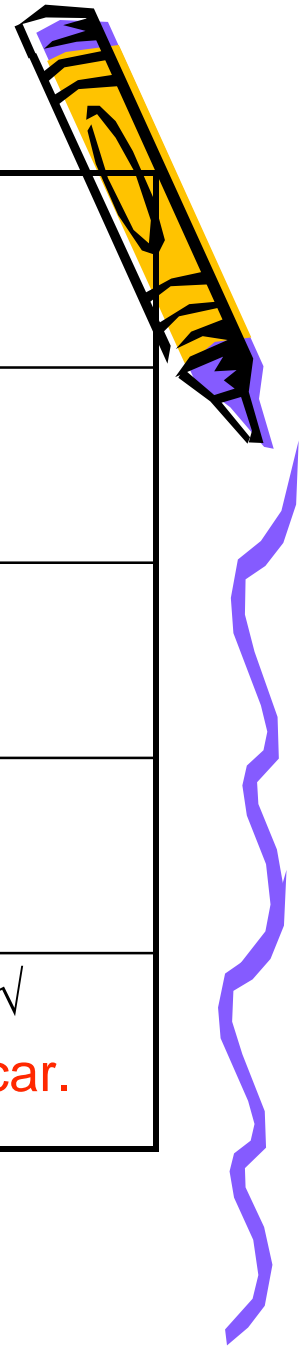
Type D Sentences



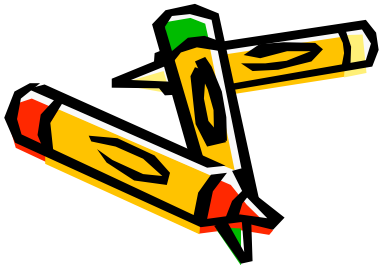
	Subject	Verb	Indirect Object	Direct Object
Level 1	✓ John	✓ ✓ is buying	✓ me	✓ ✓ a boat.
	<u>Mary's</u> Mary	✓ is giving	✓ me	✓ ✓ a book.
Level 2	✓ ✓ ✓ <u>he</u> For his birthday Kiri	✓ gave	✓ him	✓ ✓ a truck.
	<u>Christmas</u> - - For the holidays - Grandpa	- bought	- us	✓ ✓ a ball.



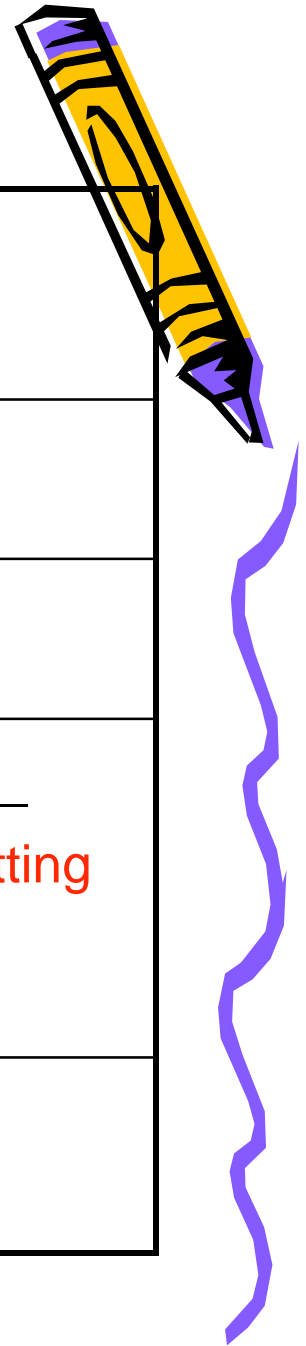
Type E Sentences



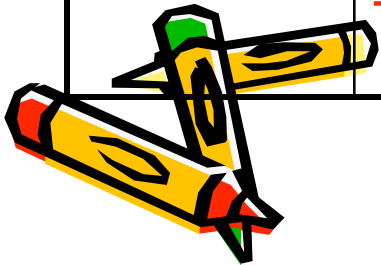
	Subject	Verb	Noun Clause
Level 1	√ I	√ know	√ √ √ he's in there.
	√ I	<u>but</u> guess	<u>we's</u> √ we're lost.
Level 2	<u>-</u> √ Can you	√ see	<u>-</u> <u>-</u> √ √ <u>on</u> √ √ what is climbing up - the hill?
	√ <u>man</u> The boy	√ saw	<u>-</u> √ <u>-</u> <u>-</u> √ <u>-</u> √ √ what the man was doing to the car.



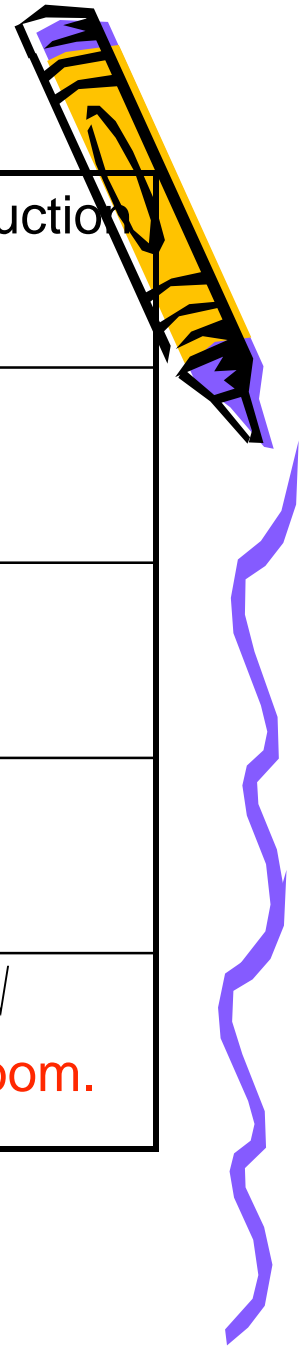
Type F Sentences



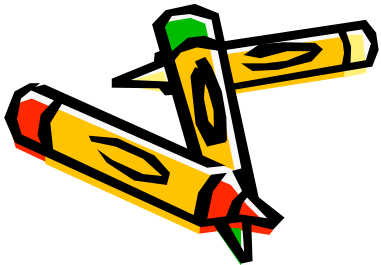
	Adverb or Relative Pronoun	Verb	Subject
Level 1	√ There	's	√ √ √ another fire engine.
	<u>Here's</u> Here	are	√ √ √ some more fish.
Level 2	√ Here	√ comes	- - <u>children's</u> - <u>come</u> - a big elephant with children sitting √ √ √ on his back
	<u>There's</u> There	- is	<u>a</u> √ √ - √ √ my baby riding in his stroller.



Type G Sentences

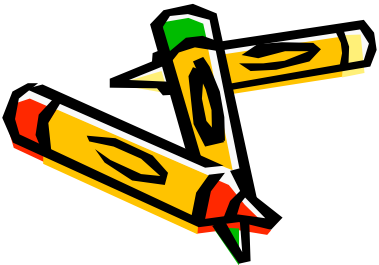
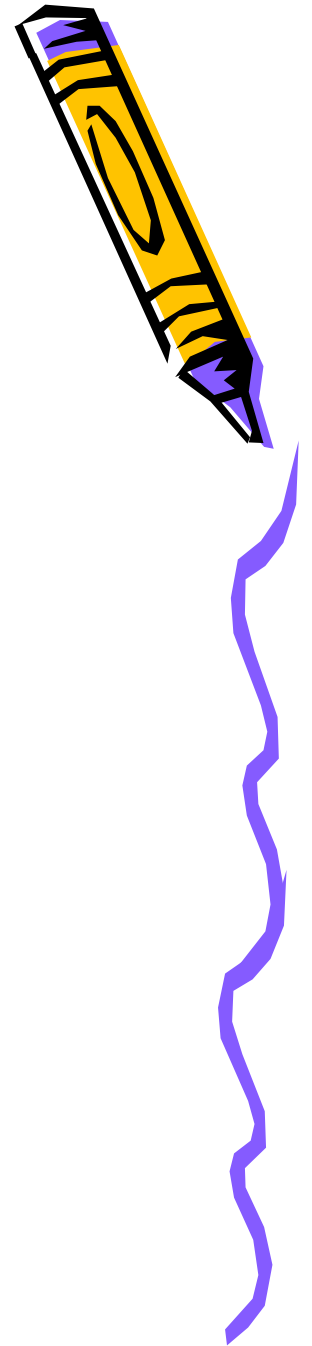


	Subject	Verb Phrase	Object	Additional Construction
Level 1	<u>her</u> She	✓ 's driving	<u>hers</u> ✓ her car	✓ quickly.
	✓ He	✓ 's playing	✓ ✓ his radio	✓ ✓ very loud.
Level 2	✓ ✓ My brother	✓ turned	✓ ✓ the radio	<u> </u> <u> </u> ✓ up very loud.
	✓ ✓ The girl	<u>threwed</u> threw	✓ ✓ her book	✓ <u> on </u> ✓ ✓ right across the room.



Useful strategic activity with text

In oral language, controls most sentence types at a basic level. Is beginning to get control of some more complex structures.





Problem Strategic Activity with Words

In oral language, does not appear to have control of 'are' and some prepositions.

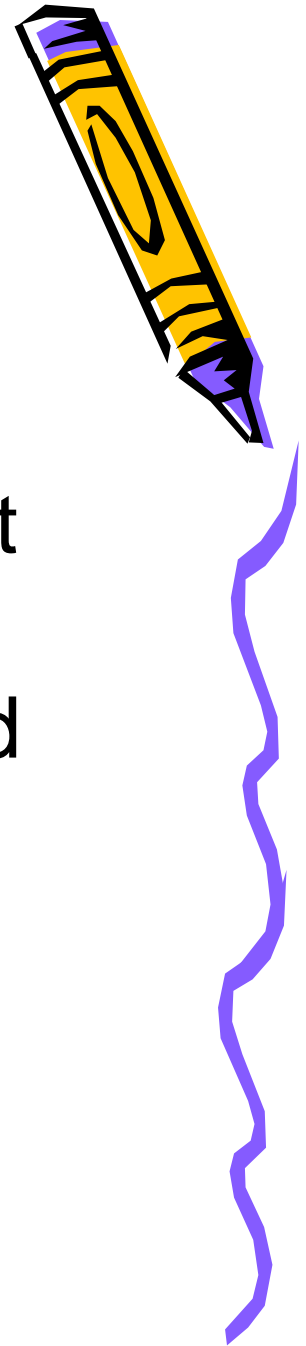
May have limited control of possessives.



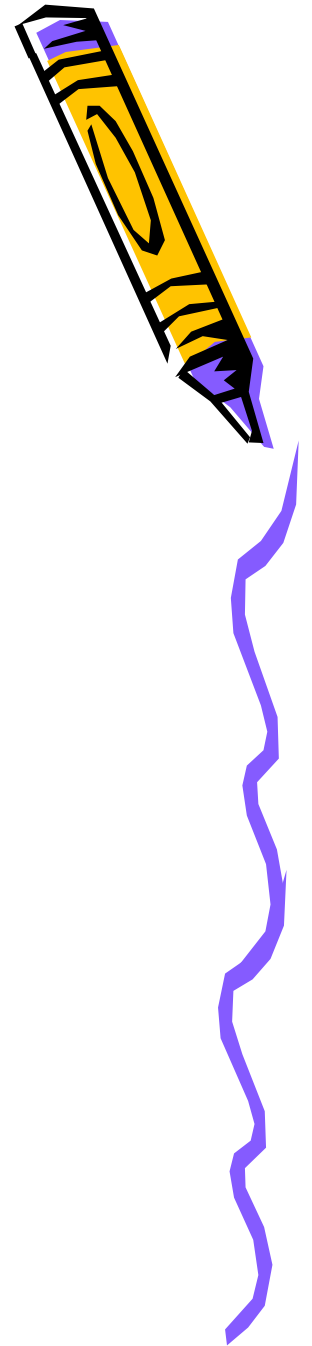
Predictions of progress

In the next few weeks _____ will need to know how to

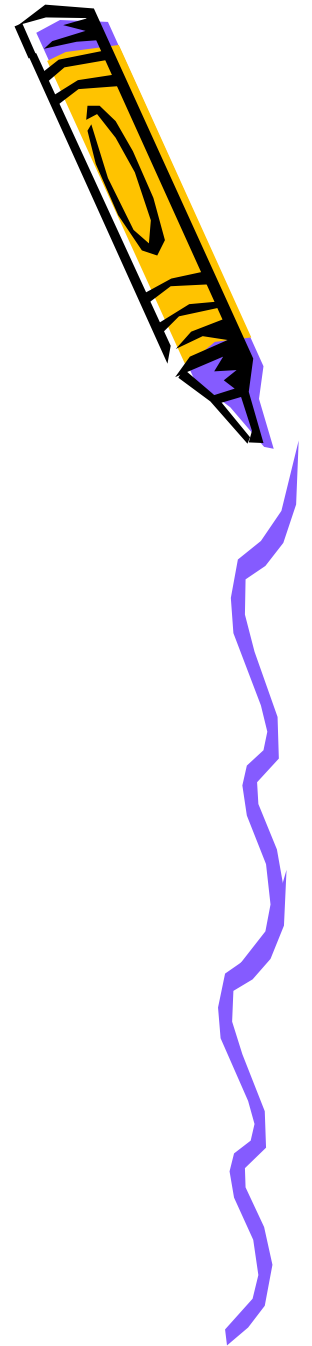
- Expand a Subject/Verb/Direct Object sentence by adding a prepositional phrase to the subject in order to read sentences of greater complexity



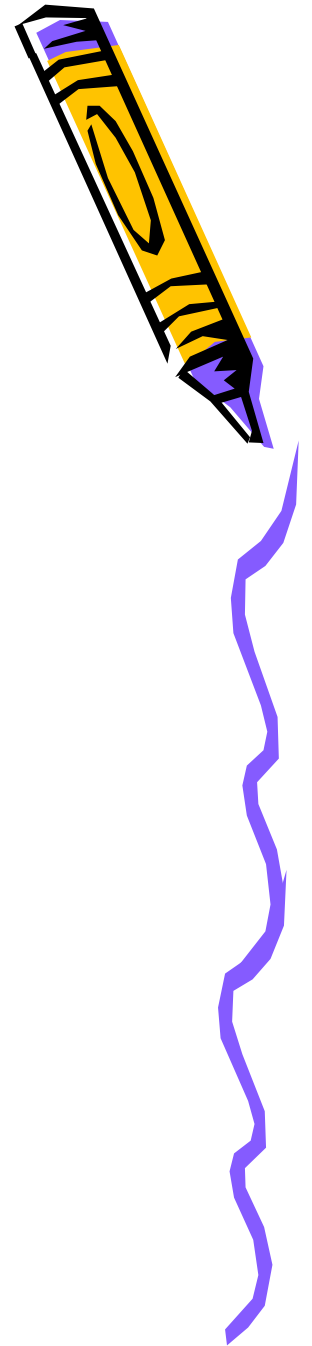
“Knowing which of those
three levels” LL, Pt. 2,
p. 90



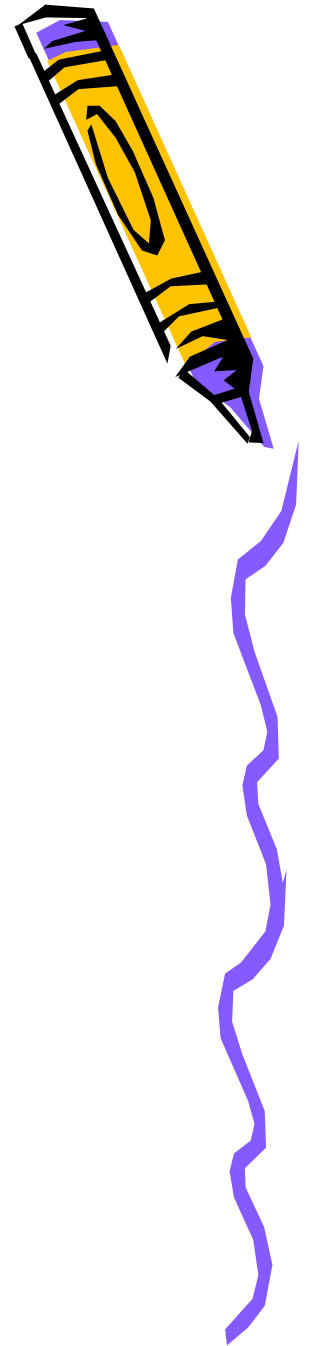
“Texts which are good for average ... BL, p. 89



“For the non-reader his
own language patterns ...”
(BL, p. 90)

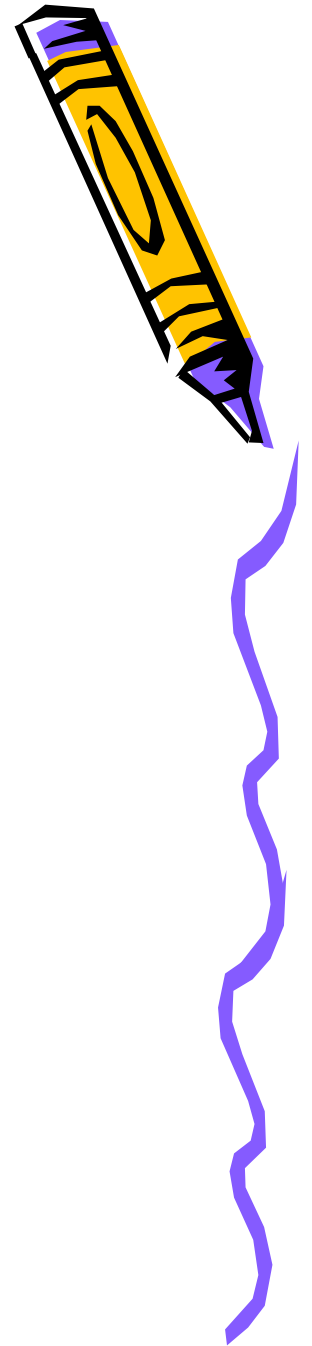


“They [teachers] will learn to avoid texts ...” LL, Pt. 2, p. 89

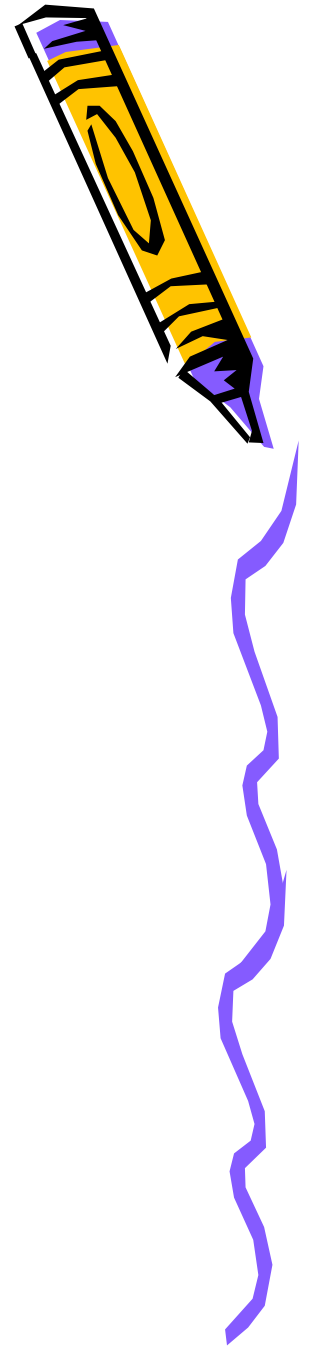


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“The introduction to the
new book ...” LL, Pt. 2, p.
91



“give the child
opportunities ...” LL, Pt.
2, P. 91

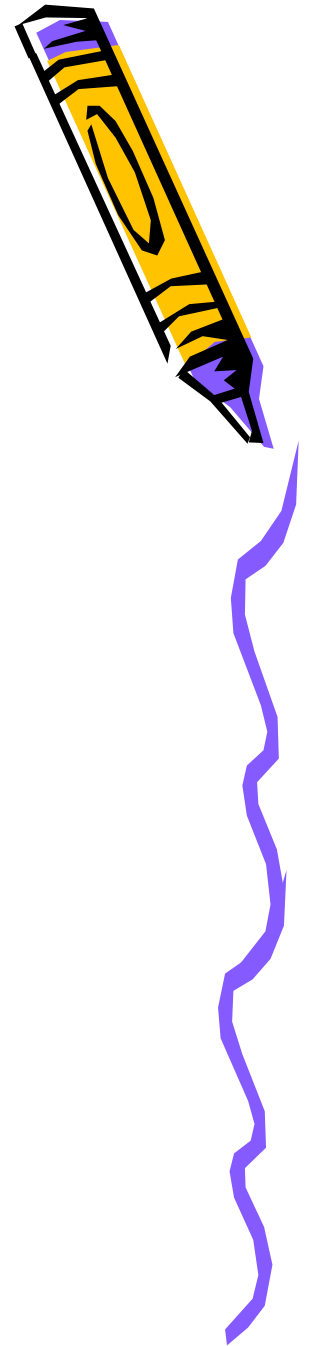


“The teacher must plan ...”
LL, Pt. 2, p. 91

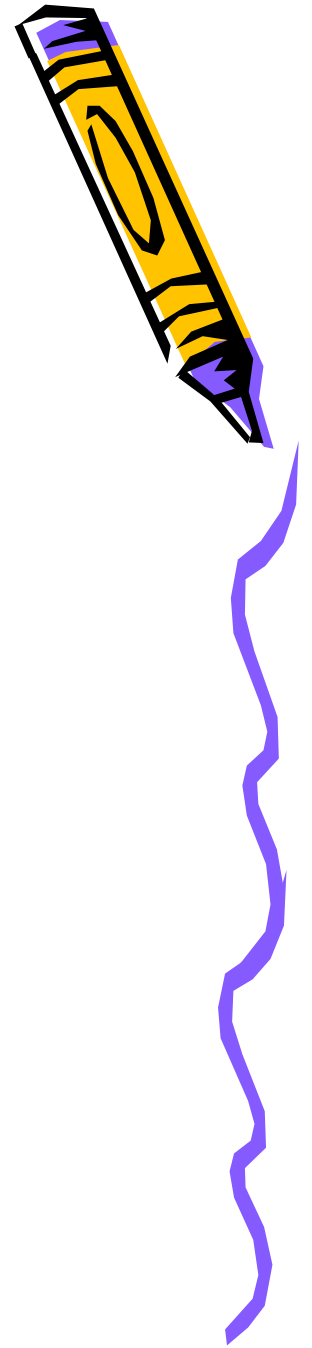


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“As children begin to work on
higher-level texts ...” LL, Pt. 2, p.
92

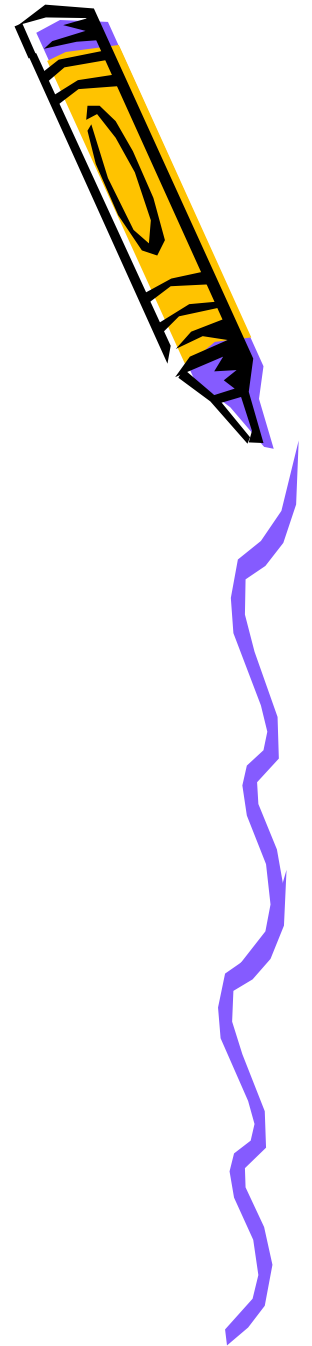


“When the book’s language is more complex ...” LL, Pt. 2, p. 92



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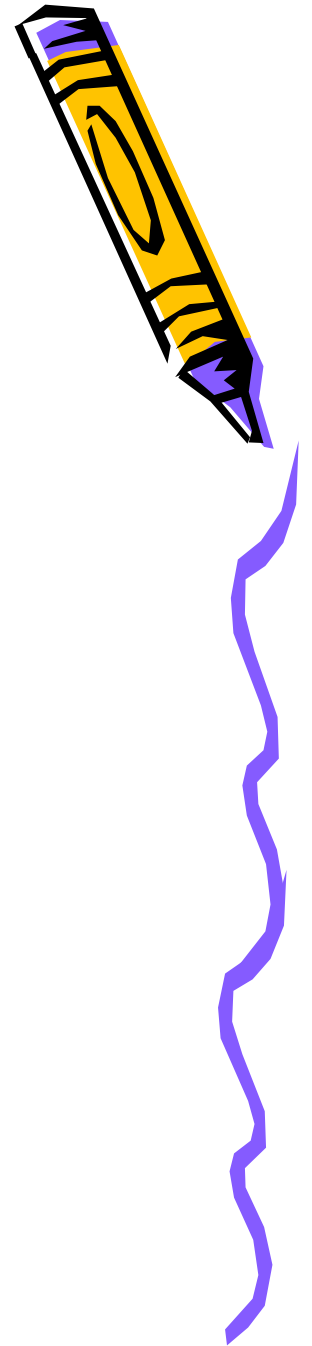
“The literacy processing system must move forward towards more complexity.”
COT, p. 34

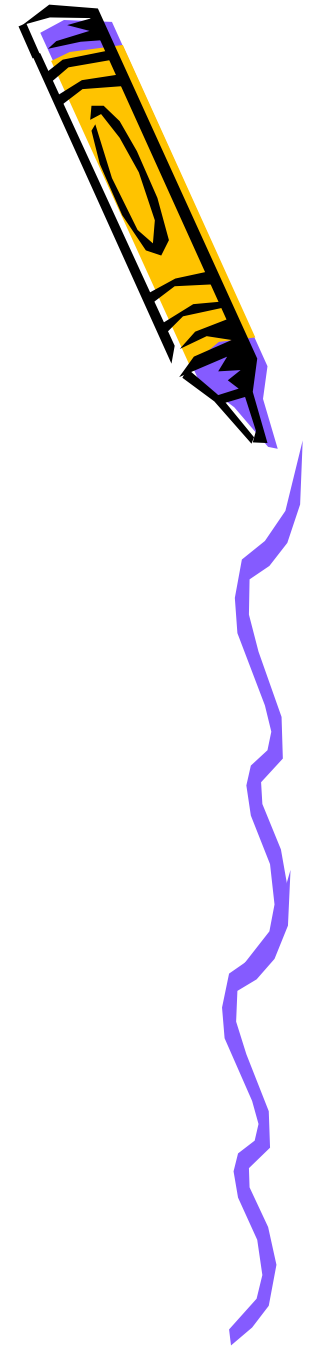


“How will the child ever learn ...
BL, p. 89

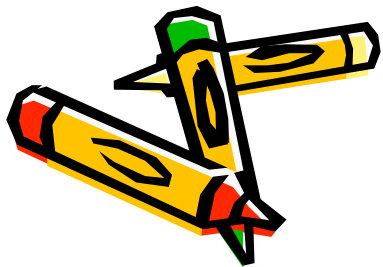


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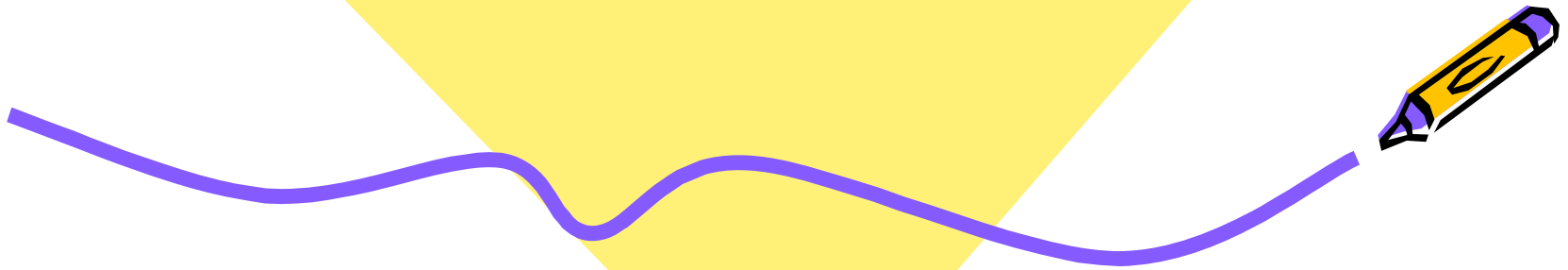
“There are no quick ways ...”
LL, Pt. 2, p. 51



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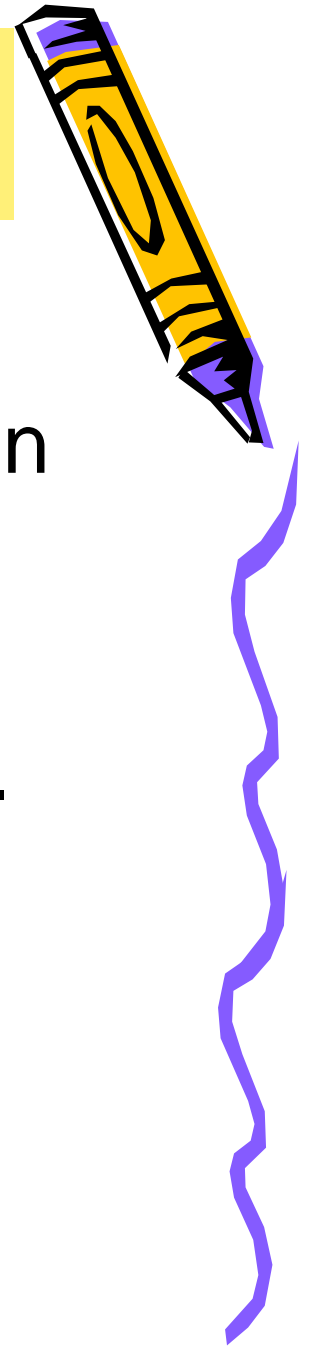
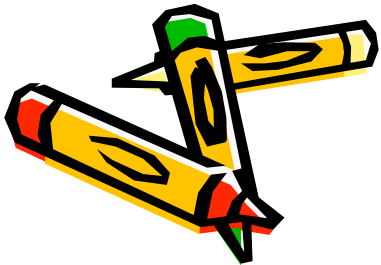
Create a rich context for
language learning.



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Who talks to whom?

- “Scheduled periods of close interaction
...”
BL, p. 72
- “A competent and flexible ...” (ROL, p. 29)

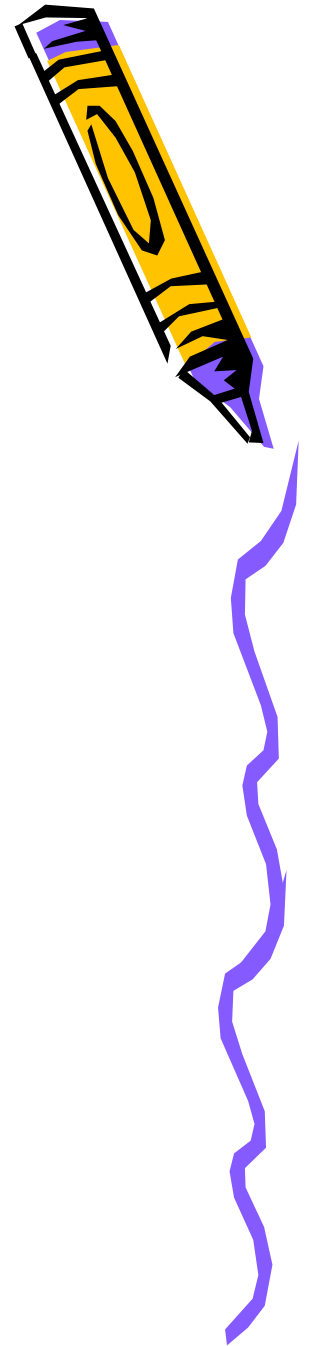


What do they talk about?

- “In each session create ... (LL, Pt. 1, p. 36)
- Get to know the child’s particular interests and enthusiasms (ROL, p. 29)

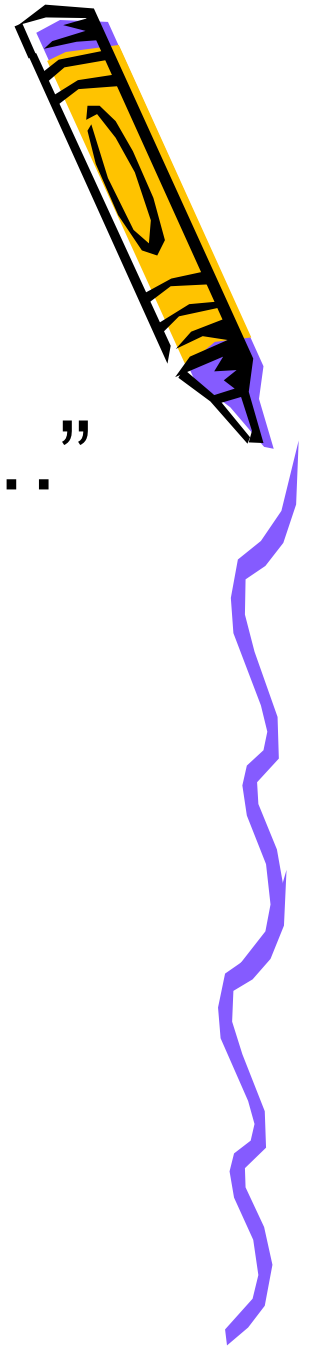


“Start up a conversation,
guided” LL, Pt. 2, p. 55



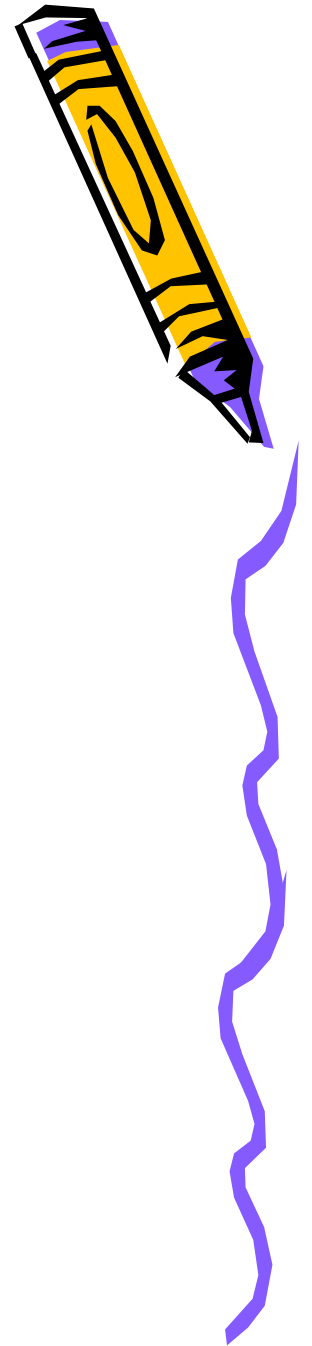
Do they listen and repeat?

“The child needs the opportunity ...”
BL, p. 89

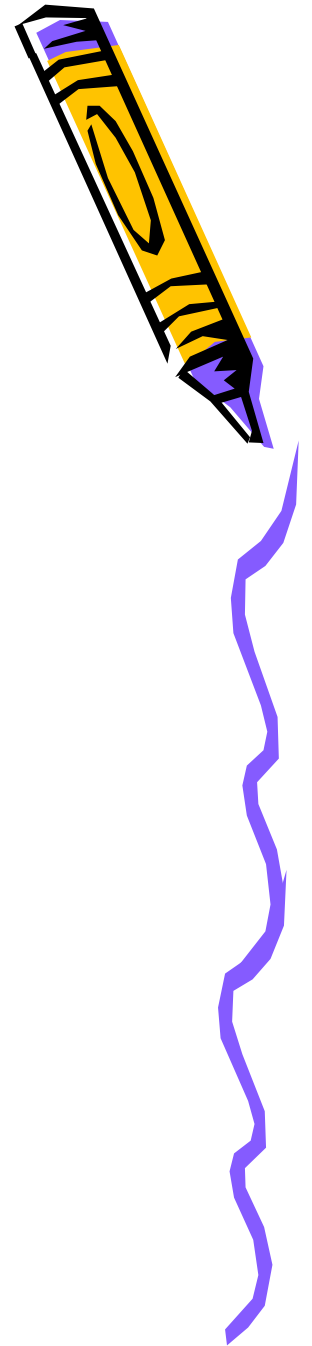


How often?

“...the child’s language patterns ...”
BL, p. 88



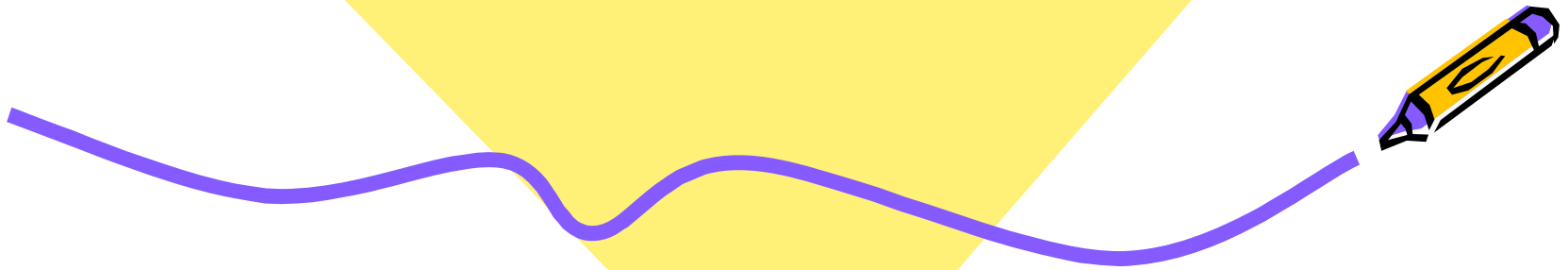
“The teacher in conversation with the child” LL, Pt. 1, p. 34



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Increase language
learning opportunities.



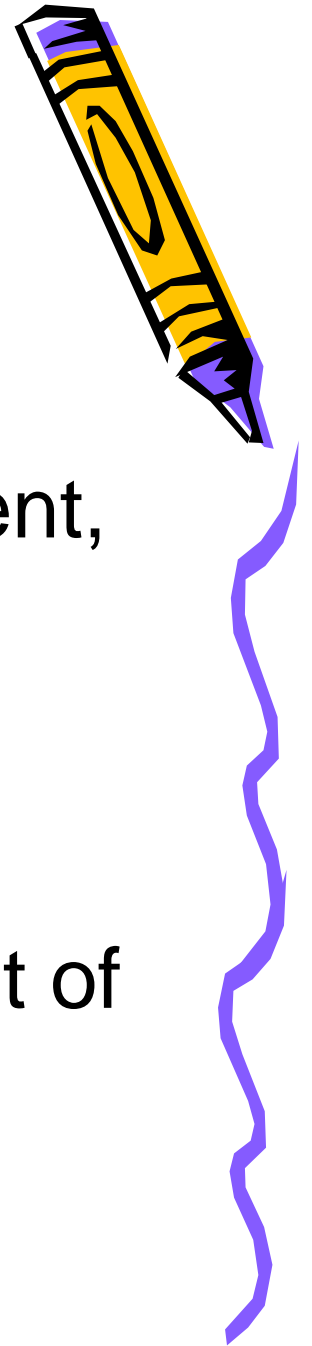
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- Have the child tell you what they would be doing at each transitional point in the lesson.
- Encourage the child to talk about the meaning of familiar text, retell the story, and repeat the patterned language structure used in the story.
(Gentile, 1996)
- Talk about the pictures in the books



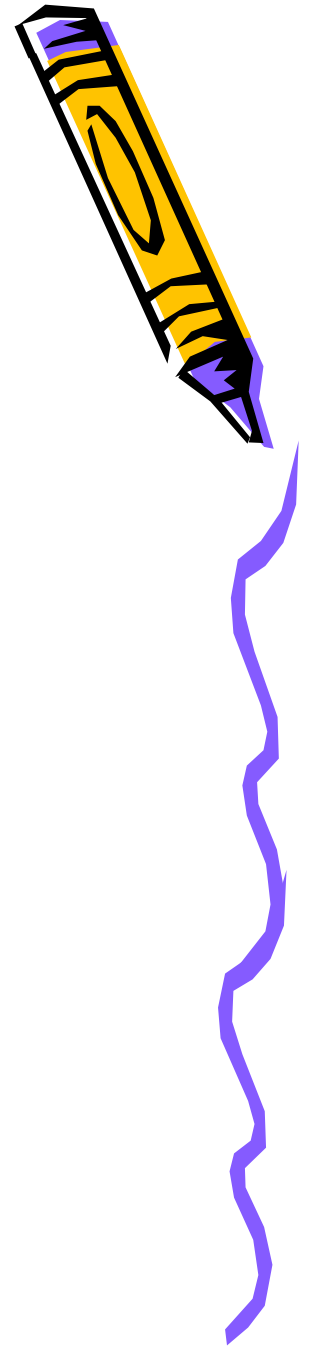
Talking about pictures

- What do you see? (people, objects, size, shape, color, number)
- What's happening? (action, movement, sounds)
- Where? (place, background)
- When? (time)
- Mood or perspective? (feelings, point of view)

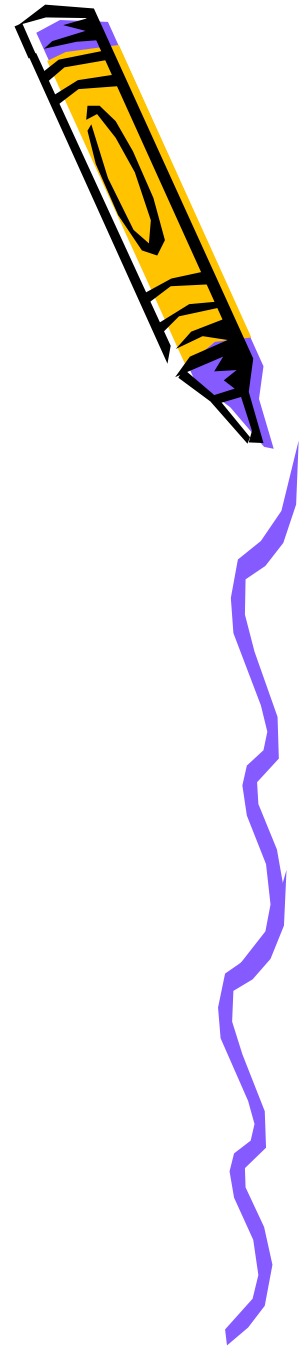


Understand that children learn language easily through conversation.

- Joint focus on an activity
- Wait time
- Negotiate meanings
- Uncover confusions
- Personalize the conversation
- Shared experiences

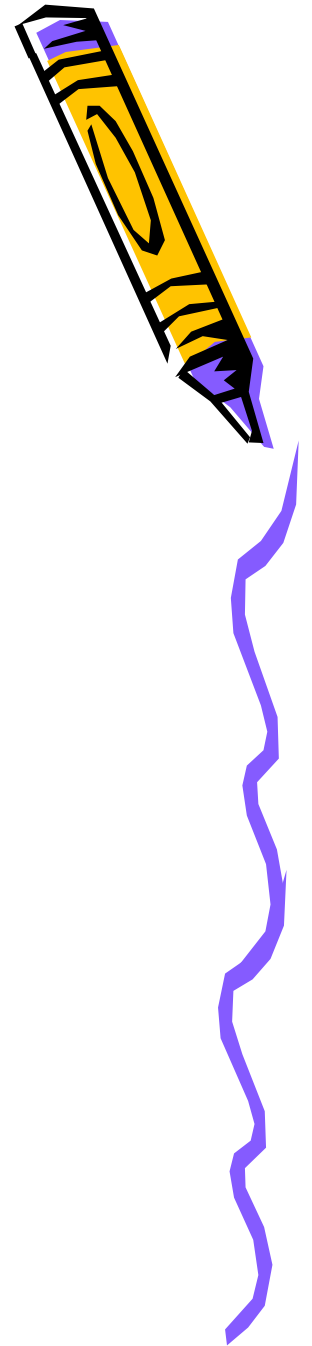


“This should not be”
LL, Pt. 2, p. 55

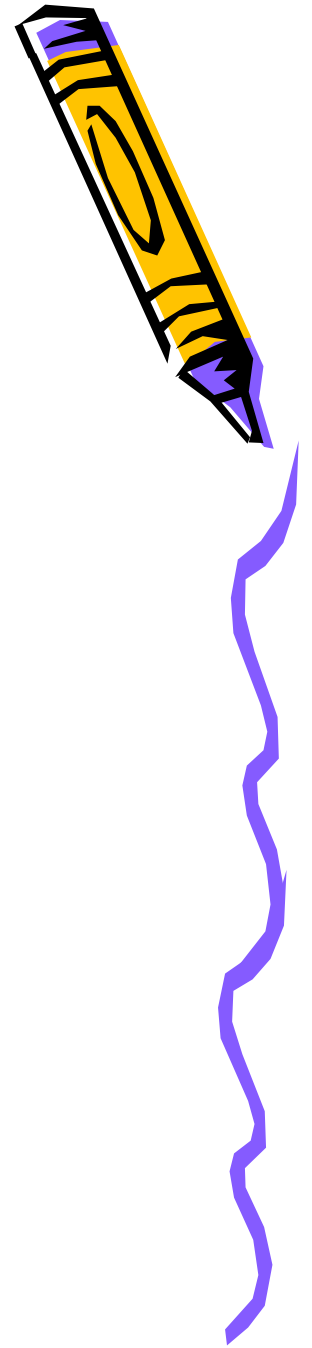


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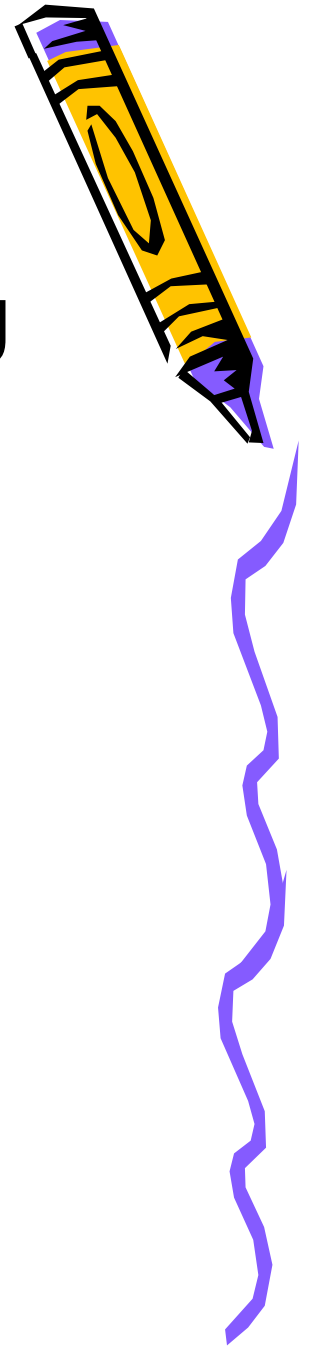
“At first the teacher
creates the conversation.
LL, Pt. 2, p. 55



To foster children's
language development, ...
BL, p. 69



Joint focus on an activity

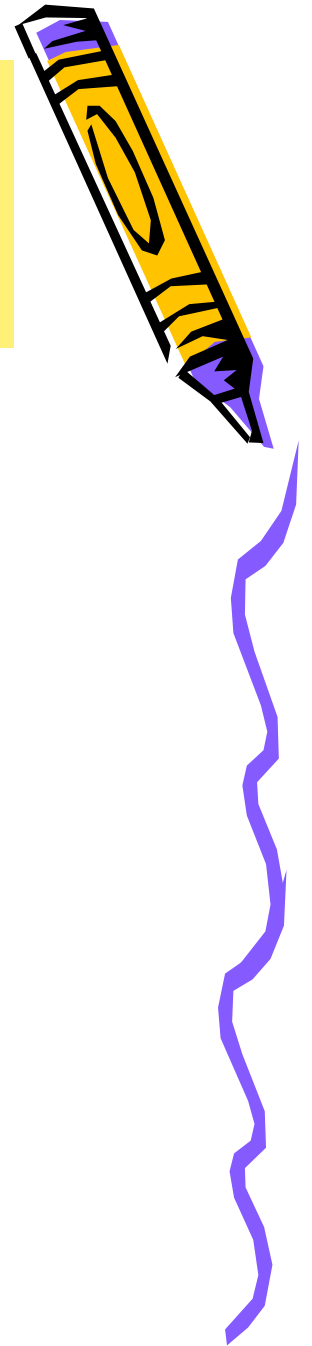


- Talking with: Explanations and playing games
- Telling stories
- Drawing and talking
- Singing and talking
- Reading aloud and talking
- Writing/viewing and talking



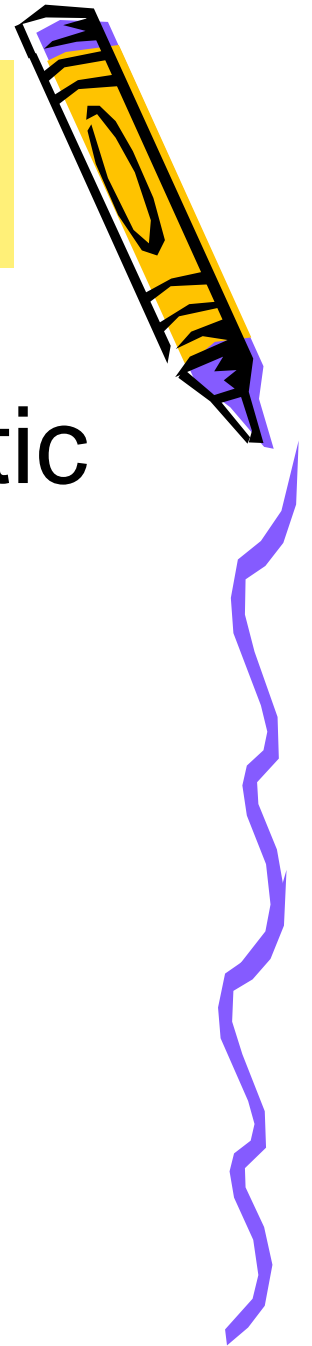
Personalizing the conversation

- Talk about the child's own experience with a topic.
- Accept the child's view on a subject.
- Let the child talk about what he finds interesting. (Van Dyke, 2006)



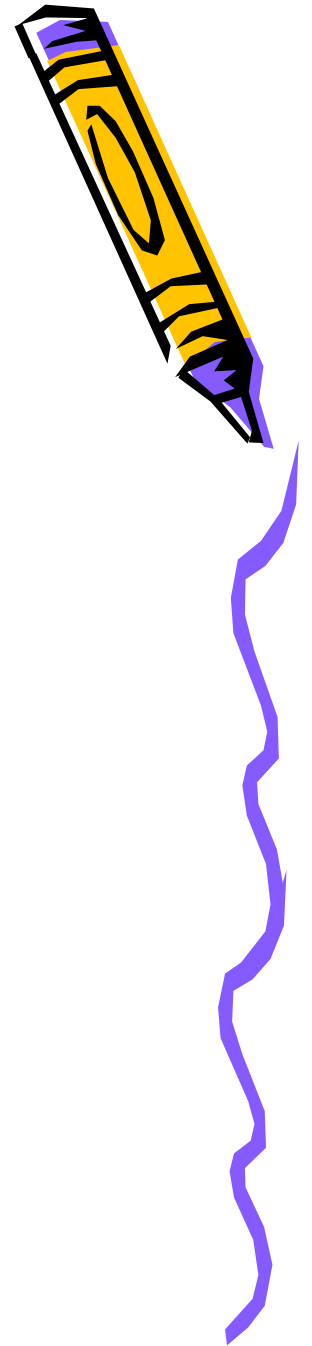
Shared experiences

“Engagement in those authentic tasks” COT, p. 34

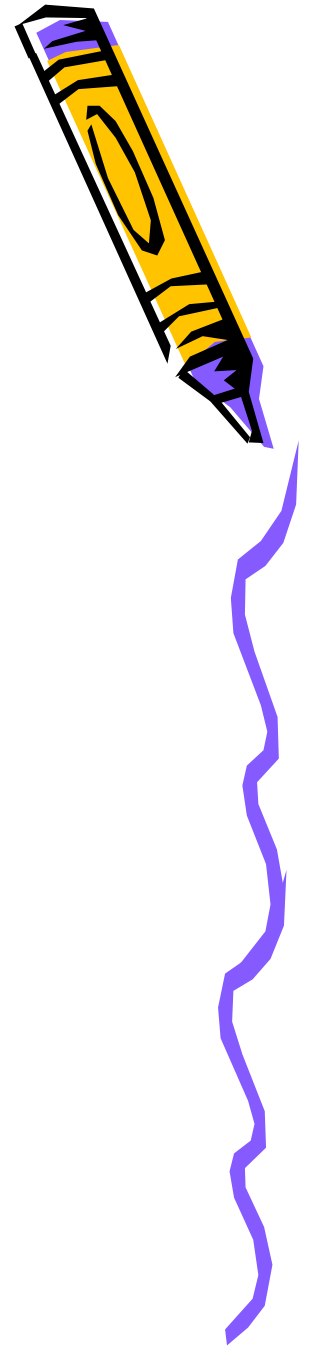


Consider what things make a child reluctant to speak.

- New situation
- New person
- Shyness
- Feeling inadequate
- Fear of failure
- Negative experiences
- Limited language control



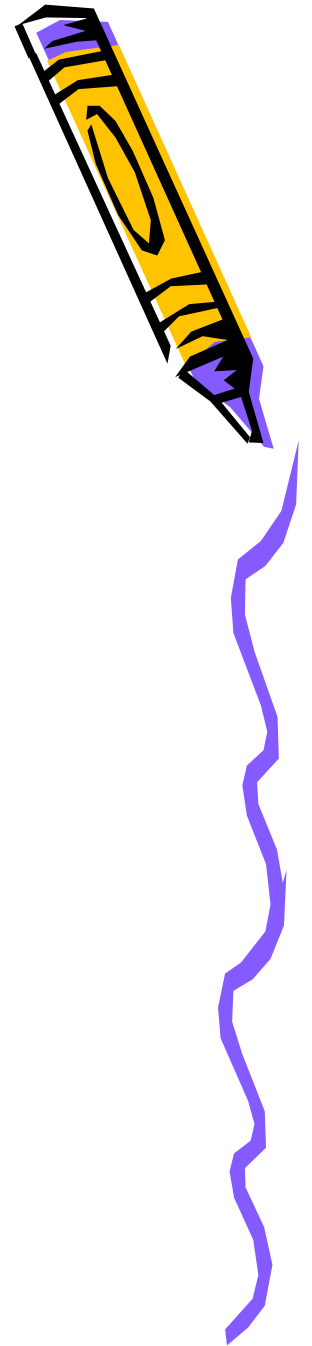
“If the child’s language development seems to be lagging. (BL, p. 69)



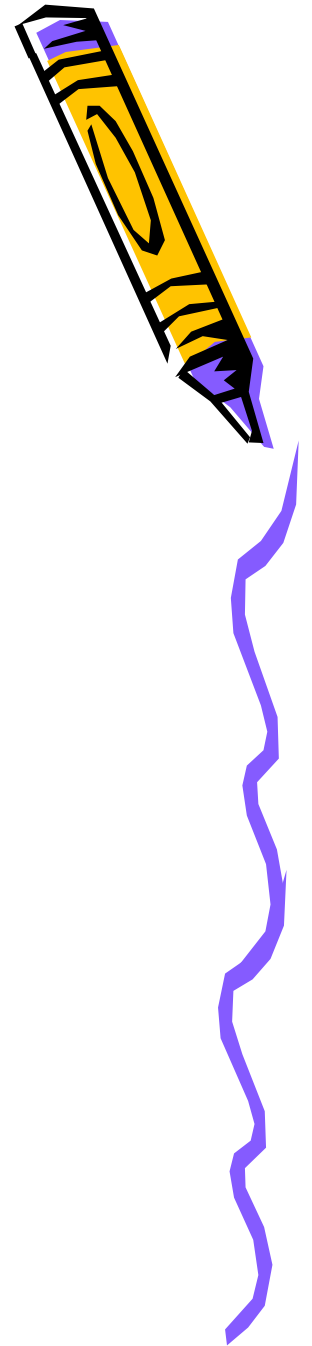
“Be strong-minded about talking”
BL, p. 73



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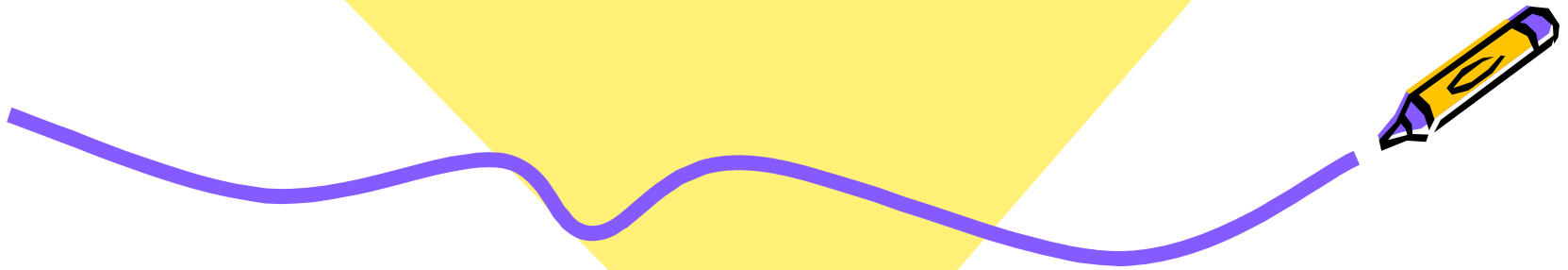


“The linguistic form a student brings to school is intimately connected with loved ones, community, and personal identity. To suggest that this form is ‘wrong’ or even worse, ignorant, is to suggest that something is wrong with the student and his or her family.” (Delpit, 1998, p. 19)



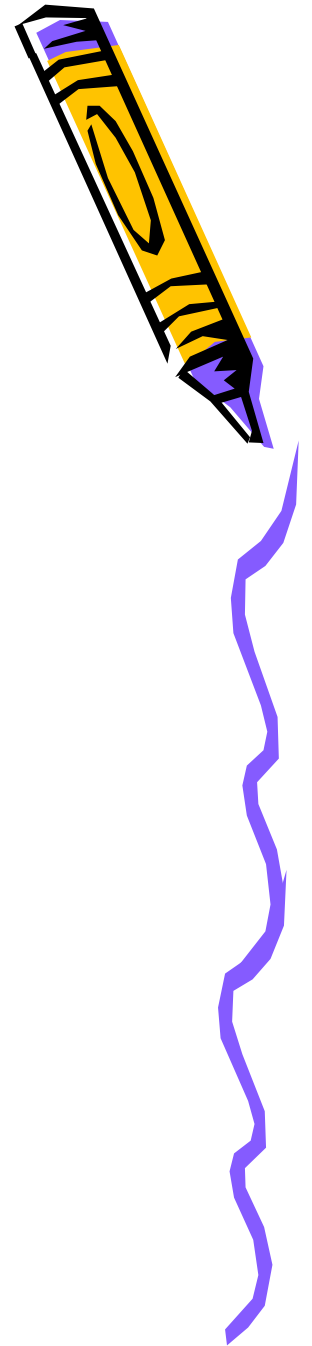


Recognize the
importance of reading
aloud to children.



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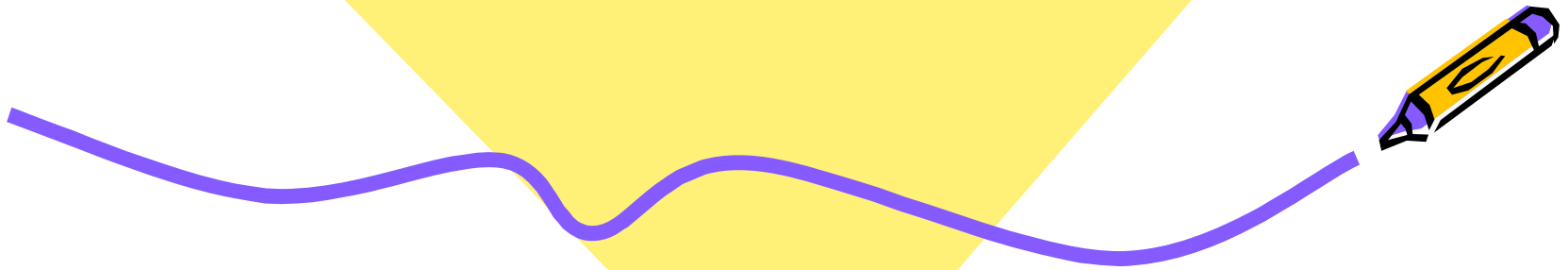
“The authors of the books
....” LL, Pt. 2, P. 51



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Realize that repeating
language has severe
limitations.

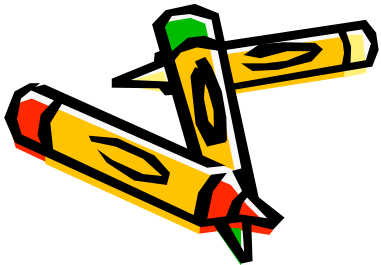


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Think about which language structures are easier to learn.

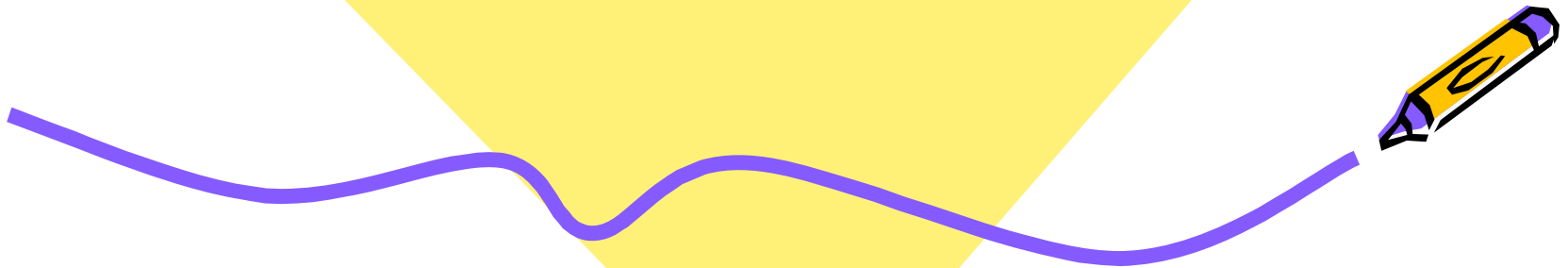


- Some verbs (can, could, has, had, do, did, will, might) are hard
- Adjectives in the noun phrase are hard
- Question words (Easy – where, what, who, whose; Hard – why, how; Harder – when, what kind of, what if, where from)

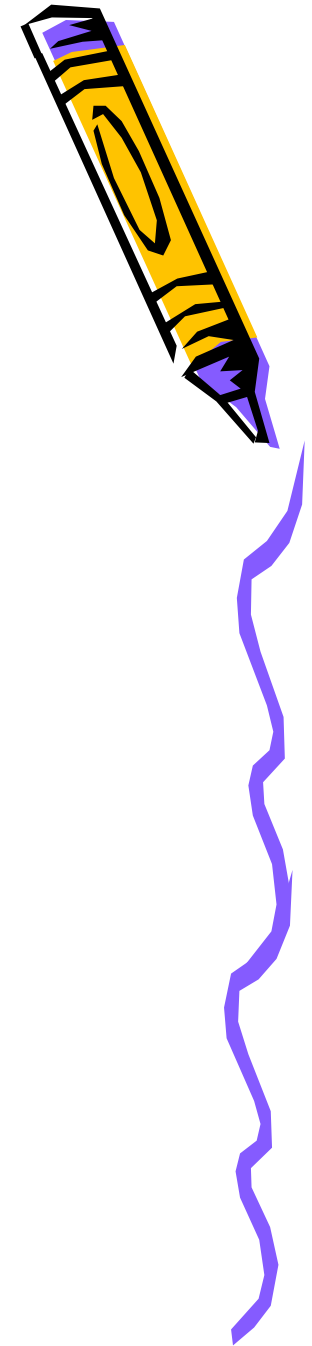




Understand how children
discover new rules and find
when to use them.



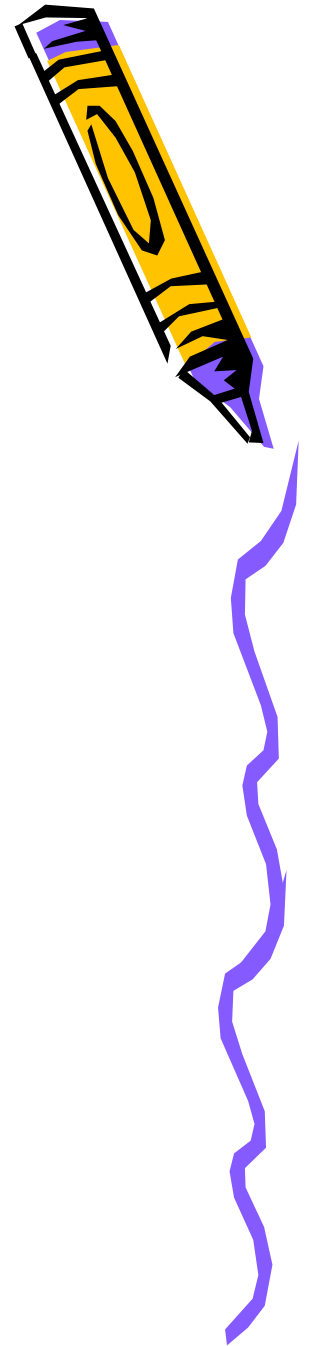
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- Does the miscue disrupt or significantly change the meaning?
- Is the child sometimes able to self-correct miscues that reflect his home language pattern?
- If a child reads a word in a way that reflects his home language pattern, does he read it in the book language in another place?
- Are these miscues becoming less common? (Compton-Lilly, p. 55)

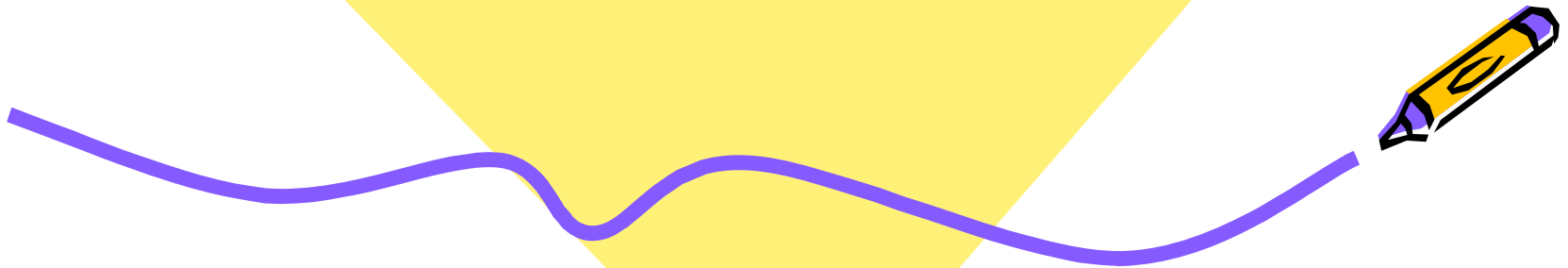


“Note down whatever
bothers you” LL, Pt. 2,
p. 56

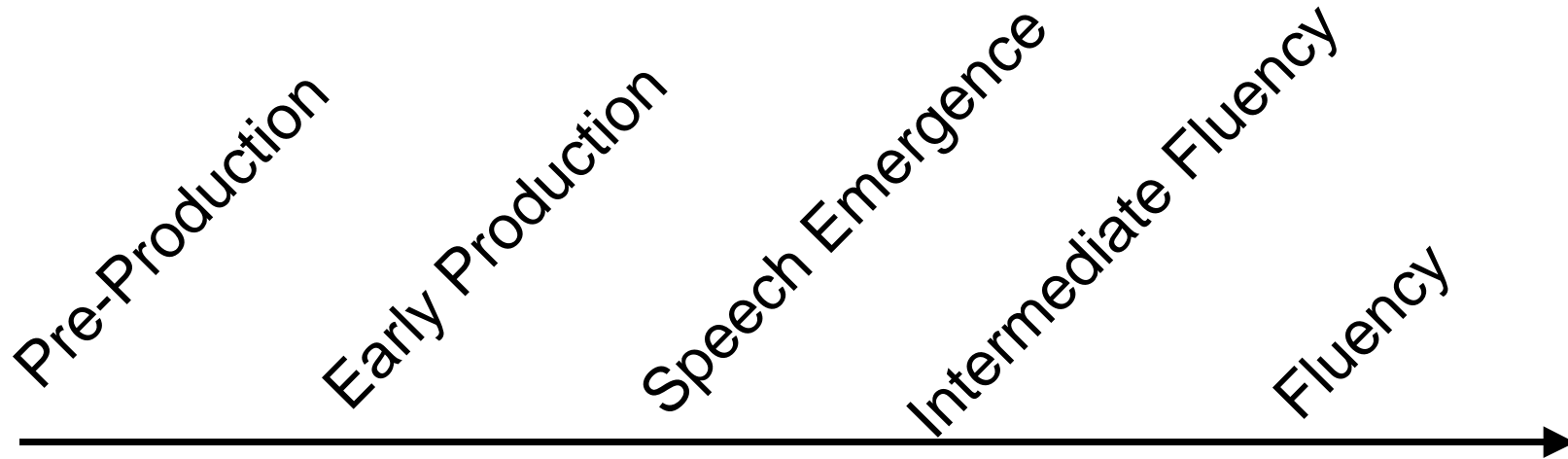
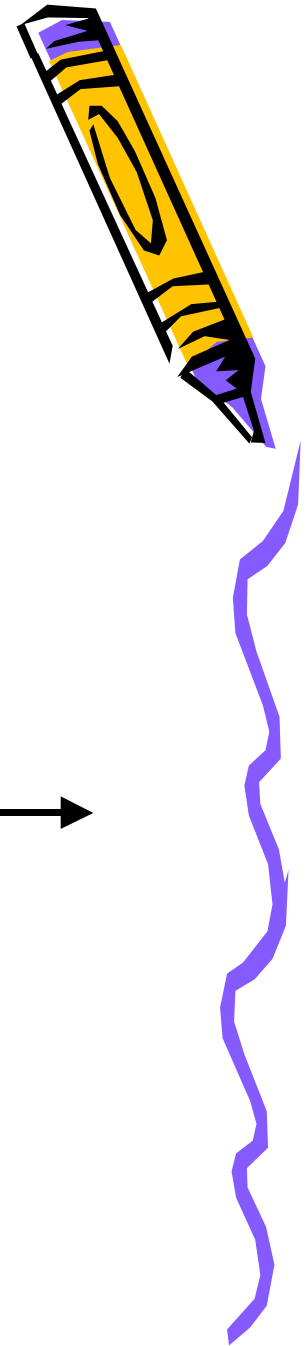




Understand how children
learn the order of words
and structures in English.

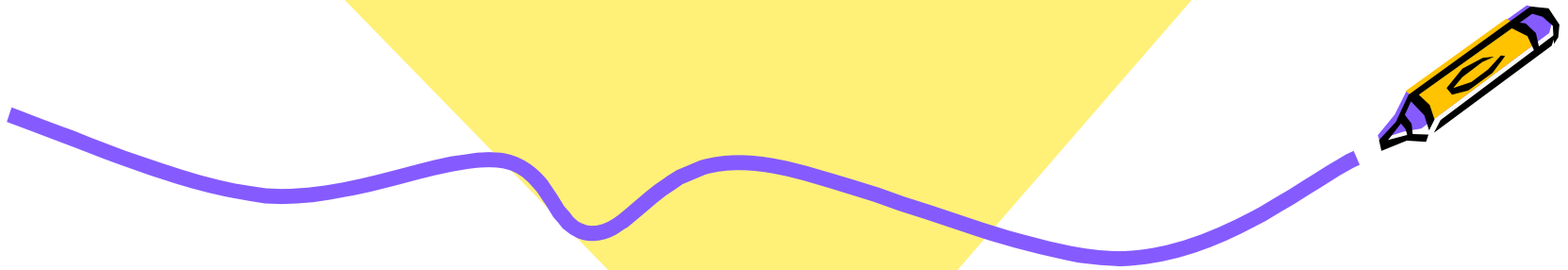


English Proficiency Levels





Appreciate how children
learn to say the same thing
in different ways.



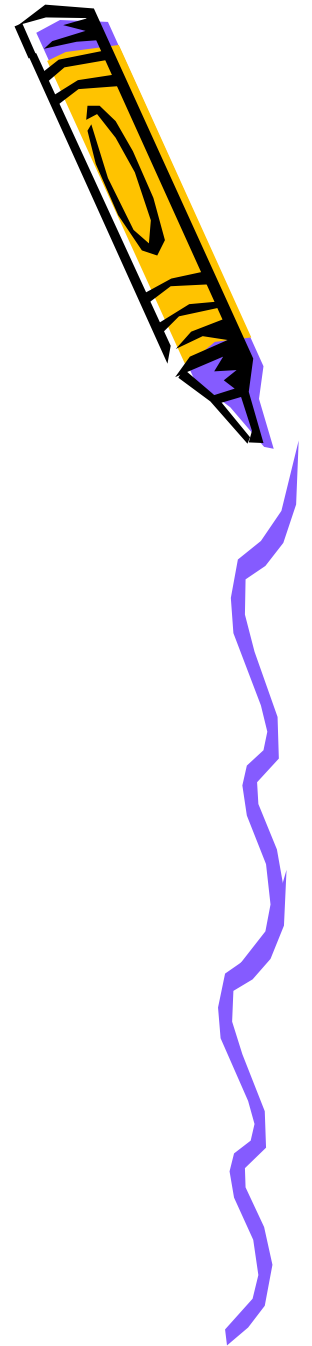
Reformulate the child's utterances

- Summarize a long conversation.
- Rephrase in standard grammar.
- Put an idea into the child's head.
- Take the child's meaning but say it in a different way.
- Help the child pull together more than one idea. (Van Dyke, 2006)



Encourage the use of alternative constructions.

- Expanding the phrases
- Moving things around
- Transforming simple sentences



Expand phrases

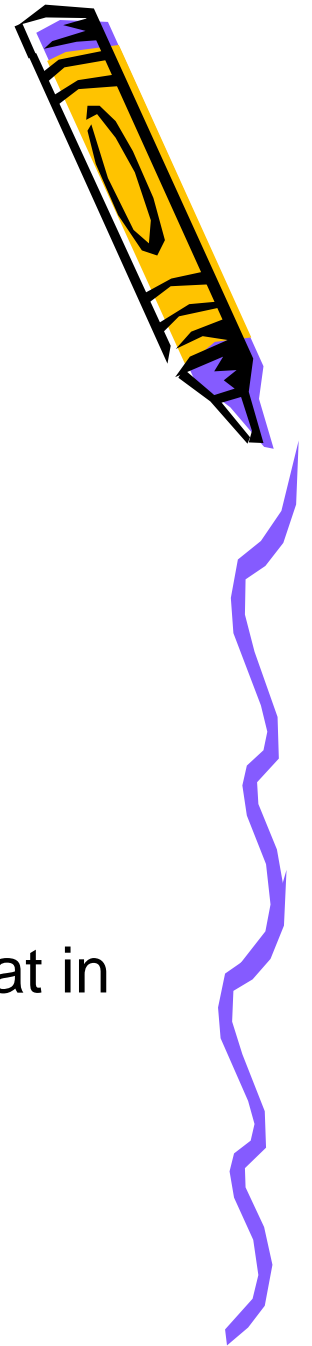
The boy was sailing his boat.

The boy by the bridge was sailing his boat.

The boy was sailing his new, blue boat.

The boy was sailing his boat in the river.

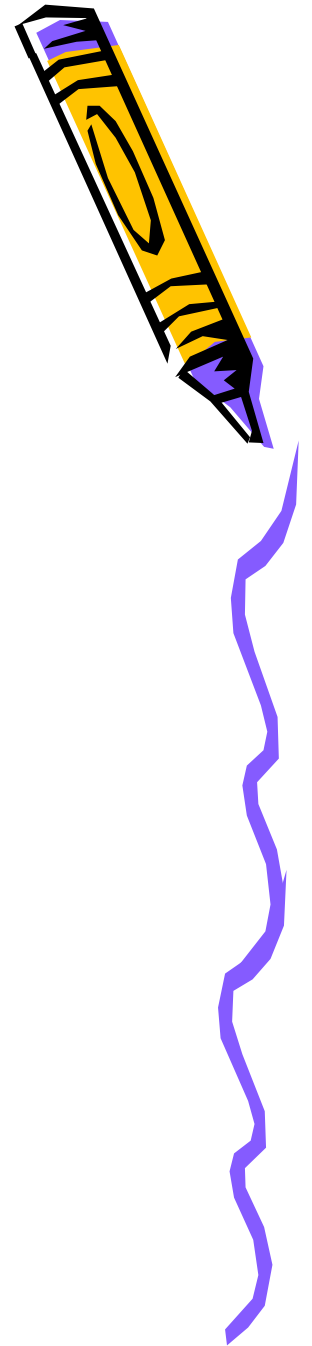
The boy by the bridge was sailing his new, blue boat in the river.



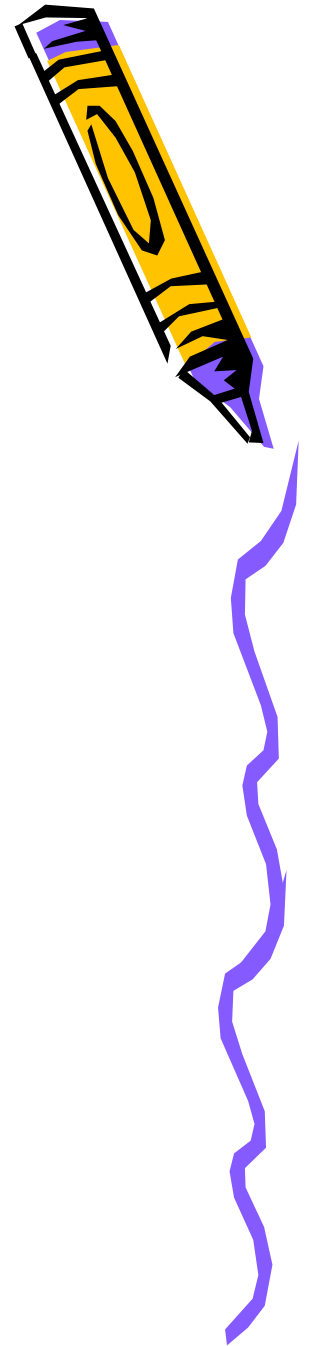
Move things around

On my birthday I will drive my jeep.

I will drive my jeep on my birthday.



Transform simple sentences



I can give the dog a bath.

Give the dog a bath!

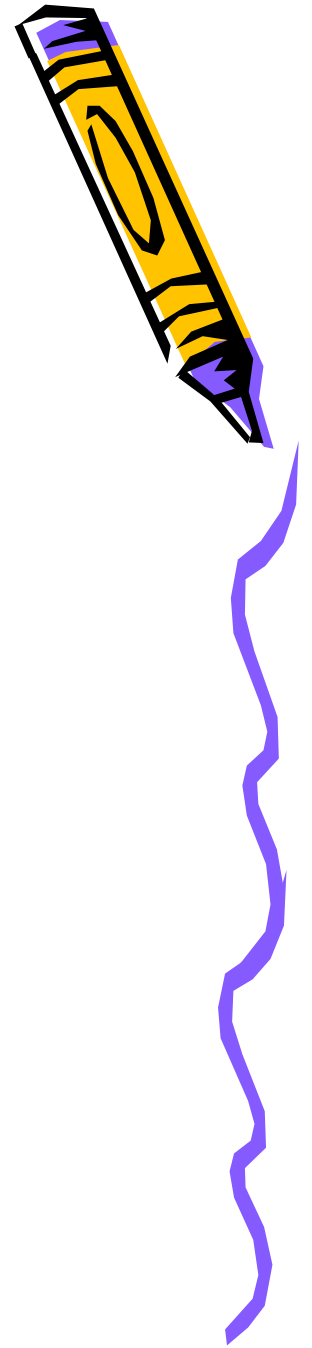
When can I give the dog a bath?

I can't give the dog a bath.

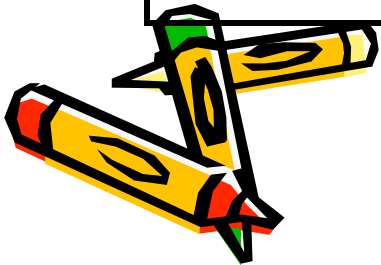
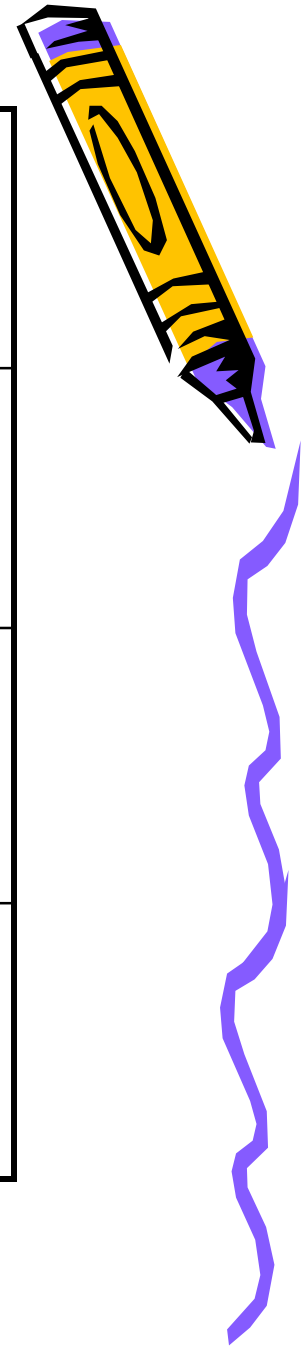
The dog was given a bath by me.



“We know something has
changed” LL, Pt. 2, P.
51



Lesson 1	I love my family.	I love my family.
Lesson 15	I played outside with Jo.	I was outside and Jo and I did a trick.
Lesson 32	Grandpa took us to the first station.	When Grandpa took us to the fire station we had a ride on the fire truck.
Lesson 65	I got a bee sting on my foot.	Three days ago I got a bee sting on my foot when I was playing outside.



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