

# Oral Language Acquisition

Teacher Leader  
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## Inclusive Welcome

An inclusive welcome is culturally and linguistically respectful, builds community, and connects to the work ahead. When planning and facilitating activities, educators are always thinking, "What's my purpose?" The inclusive welcome is an opportunity to bring that purpose to life. What to a casual observer might appear to be an icebreaker or time-filler can be an intentional, effective educational strategy.

If you could only do one thing this summer, what's the must-do activity on your list?

Share your experience using the ROL or Biks and Gutches.





## Main Resources

### Record of Oral Language

- Subtitle: Observing Changes In the Acquisition of Language Structures
- Observe aspects of a child's control over oral language utterances
- Assess a child's ability to handle selected grammatical structures

### BIks and Gutches

- Subtitle: Learning to Inflect English
- Assess a child's control over the rules for inflections of English



If we keep a note of the longest sentence we have heard him use, we can update it when a longer one comes along. Length of utterance is a reliable indicator of growth in early oral language. We know something has changed in the child's language when we hear him construct part of a sentence in a new way.

For a quick but valid check on a child's knowledge of language structure.

Record the most complex sentence you have heard this child construct in a conversation in the past week. Check at intervals and replace that example with the next most complex sentence you hear. (If you understand linguistics, count the number of morphemes.)

ROL, p. before Preface

## Types of Morphemes

### Free

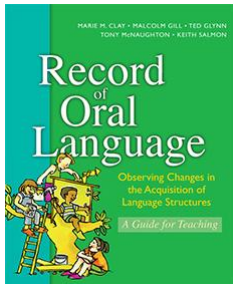
- Stands alone as a word (ball)
- Can be combined into a compound word (baseball)

### Bound

- Cannot stand alone
- Must be combined with another morpheme or morphemes
- E.g. un-, -ed

The teacher is giving the class a pretest.

The untwisted yarn was disappearing.



### Administration

- Levels Sentences
- Diagnostic Sentences

### Application

- Guide Instructional design

### Other dialects/language

- Language competence vs. deficit

### Final word

- Scores are secondary to the teacher's heightened awareness

### Appendices

- Development of sentences
- Sentence types
- Research

"...Important for teachers to recognise steps in the acquisition of language skills so they may assist the process of development..." p. 14



## Analyze

"Any new type of sentence a child attempts is a step forward, even if it is only half correct."

Clay, ROL, p. 24

## Deeper Analysis

### Record of Oral Language

Observing Changes in  
the Acquisition of  
Language Structures

A Guide for Teaching



## Sentence Difficulty

With a colleague, sort the sentences from simple to complex



Level 1  
3

Level 2

Level

Sentence  
types  
down the  
side.

One sentence for each type and level.

Sort!

Clay, ROL, Ch. 5, p. 38-41

## Analysis of Oral Language

Record of Oral Language	Sentence Types Controlled (Include level)	Approximations	Implications for Planning and Instruction
Observation Survey	Observations of Language Use (p. 133-135)		Implications for Planning and Instruction
Records of Oral Reading (Last 3 Record/Titles)	Substitutions	Notice?	Implications for Planning and Instruction

Writing Journal	Message	Notice?	Implications for Planning and Instruction
Lesson Records	Observations recorded regarding language use		Implications for Planning and Instruction

Strengths:	Overall Summary:	Next Steps:
Areas for Growth:		
I wonder...		



## Share Out

Combine Tables for  
Conversation



What did you learn about this student?

What are you wondering?

When might this tool be useful?

## Composing Scale of Help

1.

What is it and how was it developed?

2.

Overview of the document

3.

Take a closer look



What books might you select to support this student's oral language development? Why?

Book Selection

DAILY LESSON RECORD

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

FAMILIAR READING	NEW BOOK	STRATEGIC ACTIVITY/PROCESSING Behaviors Teaching	LETTER IDENTIFICATION WORKING WITH WORDS

COMPOSING A STORY	WAYS OF SOLVING WORDS FOR WRITING	CUT-UP STORY	COMMENTS ON ANY PART OF THE LESSON

Plan a lesson!

## Reflect

What are you taking away from this conversation for your own teaching?

How can this conversation impact your work with teachers?

What are one or two action steps that you commit to for next year?

## Intentional Close

An intentional close highlights an individual and shared understanding of the content and purpose of the engagement, illuminates the intellectual and emotional experience just shared, can provide a sense of accomplishment, and supports forward-thinking. The closing activity may be reflective of the process or the content, help identify next steps, make connections to one's own work, or show appreciation for one another.

A word or phrase that captures your current thinking about oral language development .



Thank you!

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¡Gracias!

