

Oral Language: Reading and Writing Scaffolding Connections for All Learners with a Focus on English Learners

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#INNOVATORMINDSET

"ENGAGEMENT" IS MORE ABOUT WHAT YOU CAN DO FOR YOUR STUDENTS.

"EMPOWERMENT" IS ABOUT HELPING STUDENTS TO FIGURE OUT WHAT THEY CAN DO FOR THEMSELVES.

GEORGE COUROS

In *Change Over Time*, page 95, Marie Clay says:

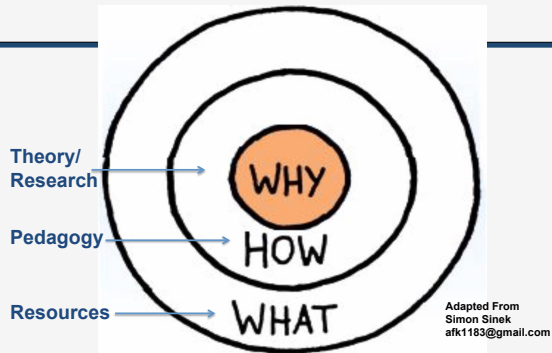
If we harness the established power of children's oral language to literacy learning from the beginning, so that **literacy knowledge and oral language processing power** move forward together, linked and patterned from the start, that will surely be more powerful.

Research

The Instructional Importance of Oral Language Development

The Compelling Why

The Compelling Why



If children have been slow to acquire speech or have been offered fewer opportunities to hold conversations (for many reasons) **there can be limitations in the grammar they control**, which might mean that they have **difficulties with comprehending oral and written language**. Such children **may not have control of some of the most common sentence structures used in story book English** and therefore are **unable to anticipate** what may happen next in the sentences of their reading texts.

Clay, M. (1991). *BL*, p.38

What a beginning reader has to do is to **discover that he can also anticipate what may occur** among the visual patterns in written language...The anticipation of what may follow creates a pleasing tension—a puzzle to be solved. It is related to a skills that will be needed in reading as **the child anticipates the structures of the sentence and the next step in the story.**

Clay, M. (1991). *BL*, P.94

From oral language, children learn to anticipate...

- words
- phrases
- sentences
- paragraph
- story

The importance of **anticipating structures** at the word, phrase, paragraph, sentence and story level...



“children are **unable to anticipate** what may happen next in the sentences of their reading texts.”

Clay, M. (1991). *BL*. p.38

For example, what does anticipation mean at the sentence level?

Ben’s Treasure Hunt
Beverley Randell, Rigby PM

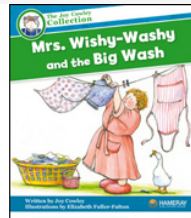
Mom said,
“Ben, come here.
Here is a clue for you.”

page 2

“I love you, Mom,” said Ben.

page 16

For example, what does anticipation mean at the story level?



The child who does not like to talk with the teacher or who has some difficulty in understanding what the teacher is saying may be a child at risk.

Clay, M. (1991) *BL*, p. 73

Oral language as the first self-extending system a child develops.

Clay, M. (2001), *COT*

Language has always been in someone else's mouth before it can come out of ours.

Peter Johnston, *Choice Words/Opening Minds*

"Language is a child's most powerful learning tool. Within all of the instructional contexts that are part of a comprehensive language and literacy curriculum, **learning is mediated by oral language."**

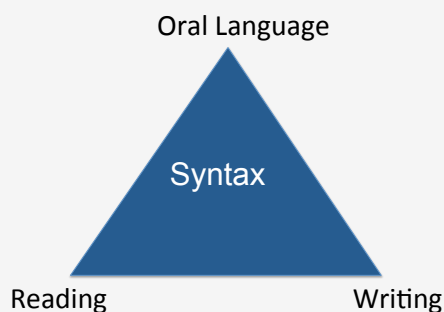
Fountas & Pinnell (2011)

What is average or typical oral language development by age 5? The child can:

- understand opposites
- use sentences of about 6 words with correct grammar
- talk about events in the present, past and future
- explain the function of objects
- follow three oral directions
- tell their own feelings and ideas
- speak clearly enough to be understood

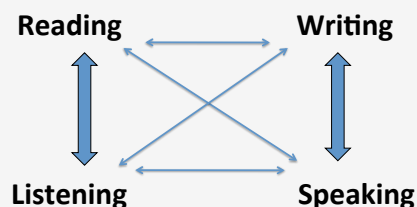
www.speechpathologyaustralia.org.au in Dixon, JRR, Spring, 2014

The Triangulation of Processing Systems



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Interpretative and Productive Language Acquisition



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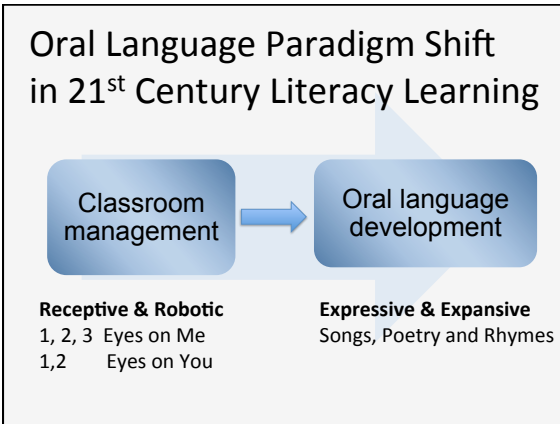
Studies point to **very limited time for student talk** in classrooms.

(Arreaga-Mayer & Perdomo-Rivera, 1996; Long & Porter, 1985)

...So what does that mean for EALs?

Low Language students?

Striving readers?



“If there is one instructional strategy that teachers can implement to support academic success of children, especially those in low socioeconomic communities, it is to **let them talk.**”

Mason and Galloway, *Reading Today*, IRA (Feb/Mar 2012)

Assessment

Observing changes over time in Oral Language Development to Make Instructional Decisions to Support EALs and LLs

A conversation between a mom and her two year old daughter. . .

Child (at airport): Whee!
A blue plane.

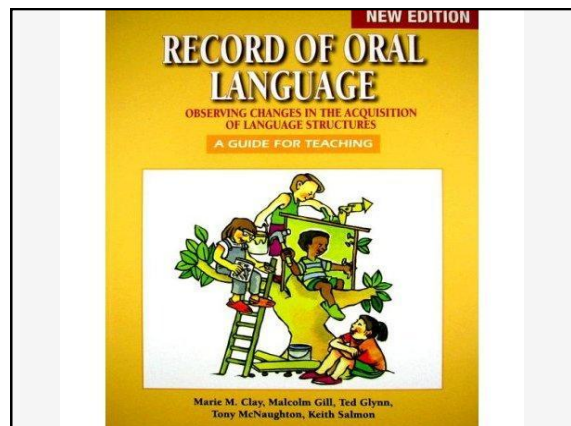
Mom: Whee! I see two blue planes.

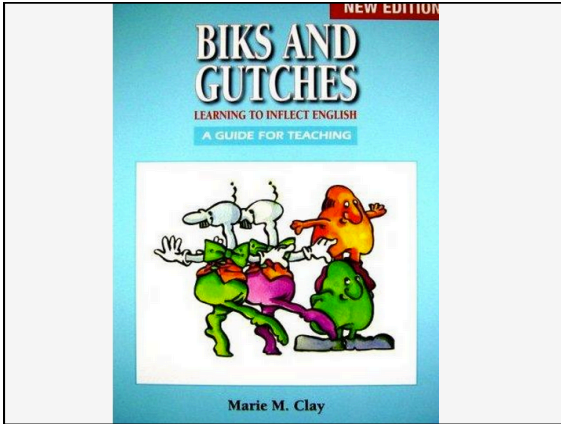
Discuss what the Mom was doing in terms of scaffolding developing language. How can this apply to RAK and across the lesson series?

Assessing Oral Language

An analysis of the responses a child gives to a set of sentences carefully ordered for difficulty yields a detailed description of his control over oral language. When a child fails, he usually repeats the difficult sentence in a way which indicates **the structures over which he has control.**

Clay, M. (2007). *Record of Oral Language*, pg.11

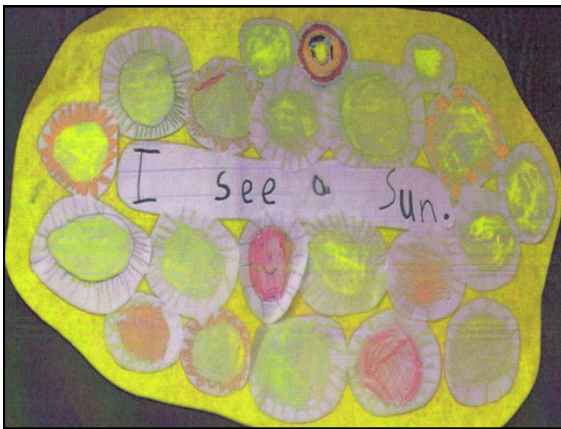




Simple Sentences

Basic language structure that contains forms of the verb *to be* and name, classify, or categorize objects and events. They usually include an article, a noun, verb and object or complement. In English, simple sentences also included the *-ing* form of verbs describing action.

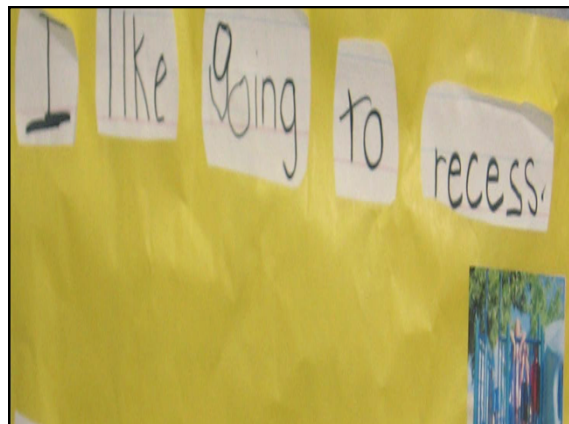
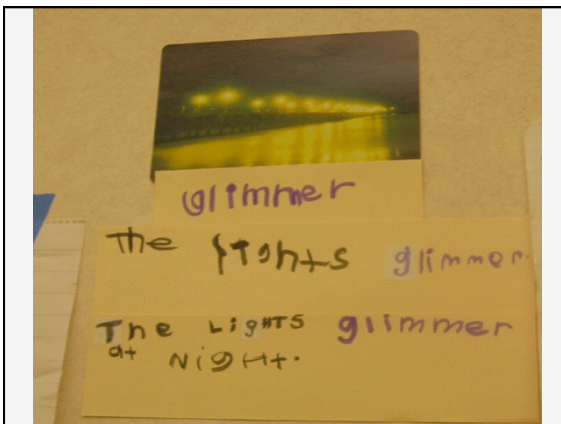
I went home.
I love my mommy.

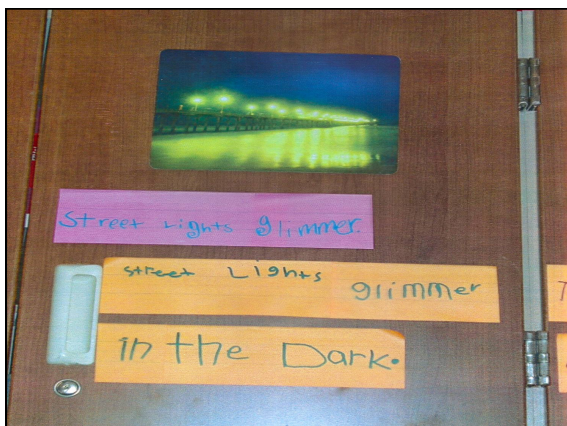


Expanded Statements Using Prepositions

This structures shows relationships and links. A preposition is a word used with an article, noun, or pronoun to form a phrase, i.e., *in* the kitchen, *on* the table, *into* bed, *for* my birthday, *with* his brother, *at* her house, *down* my street, *around* a building, *under* the blanket, *to* school, *behind* the sofa, *from* home.

I like to play with my cat.
I like to color at my school.





In language interactions, think about the first two sentence types and development of more complex syntax. . . Asking *where, when and who* to expand sentences by adding prepositional phrases and then moving their position.

I like to play.
Who
 I like to play with my brother.
Where
 I like to play with my brother in the park.
When
 I like to play with my brother in the park after school.

Think about ways you might show students how to stretch a sentence...

Work with a partner:
 Take one simple subject (not a sentence)
 Start with the WHO
 Add a WHAT
 Tell WHEN
 Tell WHERE
 Then try adding a WHY

Stretch a Sentence!

Who?
 My beautiful fish
Is Doing What?
 My beautiful fish swam in her tank.

When?
 All day long, my beautiful fish swam in her tank.

Where?
 All day long, my beautiful fish swam in her tank in my room.

Why?
 All day long, my beautiful fish swam in her tank in my room because she was happy.

Children’s control of language when talking, writing, or reading expands outwards in flexible ways from the current structures they already control. Specifically,

- they use their range of language options for talking, writing, or reading;
- they need to explore how to vary language, notice how authors and speakers use language, and develop an ear for a new turn of phrase; and
- they need to increase their speed of making decisions when composing language.

Control over new language structures is acquired throughout schooling.

Clay, M. (2004) Talking, Reading, and Writing, JRR, p. 14



New from
RRCNA and
NATG

Clay's Research

- Clay's studies of oral language revealed that control of sentence structure is very important in early stages of learning to read. When teachers of early readers choose texts that are close to a child's oral language, the child can anticipate and self-monitor using what he or she knows about language.

Opportunities to Scaffold Oral Language in Early Literacy Learning

Teachers should not avoid authors whose texts are hard to read. Rather, they should find ways to work with new, unexpected, and unusual structures. Teachers should read aloud to students the language that is new to them. Get the new phrase or sentence

- to the ear (listening)
- to the mouth (saying)
- to the eye (reading)
- to the written product (creating text)

Clay, M. (2004), *JRR*, page 9

Discovering how to vary language, how to rearrange the bits, how to capture a new phrase and use it to the point of tedium are all part of language learning from the preschool years throughout life.

Clay, M. (2004), *JRR*, page 7

I am encouraging teachers to understand that learning in one language area enriches the potential for learning in the other areas. Therefore, if we plan instruction that links oral language and literacy learning (writing and reading) from the start--so that writing and reading and oral language processing move forward together, linked and patterned, from the start--that instruction will be more powerful.

Clay, M. (1991), BL

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

Clay, M. (1998). *COT*, p.105

Language Behaviors

Describe how something is said rather than what is said.

Show how a child interacts with different features of language.

Are important to observe (but often ignored)!

Help to determine next instructional steps/ possible language objectives to teach.

www.rrcna.org/development/web_conference/orallangdev.asp

The screenshot shows the website for the Reading Recovery Council of North America. The main heading is 'Oral Language Development: Theory into Practice'. Below the heading, there is a list of featured speakers: Adria Klein, Ph.D., Senior Consultant, New Teacher Center; Allison Kinsella, Reading Recovery's Teacher Leader, New Teacher Center; Susan Wiley, Reading Recovery's Teacher Leader, New Teacher Center; and Deb Nemecok, Lead Mentor, New Teacher Center. The session length is listed as 90 minutes. A session description follows, stating that the session will be an hour classroom practice including sharing the cover stories from the New Teacher Center with videos of classroom practice, participation structures that support oral language, and New Language Readers.

Hameray Publishing – Teacher Resources

The screenshot shows the Hameray Publishing website. The main heading is 'ORAL LANGUAGE DEVELOPMENT'. Below the heading, there is a video player showing a woman speaking. To the right of the video player, there is a section titled 'EXPLORE COLLABORATIVE DISCUSSIONS' with a sub-heading 'Current Conversations' and a date 'Nov 26, 2012 - Language Readers'. The video player has a play button and a progress bar.

“Spoon feeding in the long run teaches us nothing but the shape of the spoon.”

--E.M. Forster,
British writer



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