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Orientation to the new book:

Look at the use of the Record of Oral Language, levels of oral language development, and characteristics of the text to decide how best to orient the student to the book.

Patsy Conner

Teacher Leader – UALR

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Those who become enamored of practices without science are like sailors who go aboard ship without a rudder and compass, for they are never certain where they will land.

Leonardo DaVinci (1452-1519)

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“As the child approaches a new text he is entitled to an introduction so that when he reads, the gist of the whole or partly revealed story can provide some guide for a fluent reading.”

Becoming Literate

Clay, M.M. (1991) p. 335

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Purpose

- * Increase our awareness of the importance of book selection for most effective instruction
- * Build an awareness of the importance of oral language development and one's ability to process text
- * How we, as teachers, can make reading new text easier.

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The child's version of the text will be guided by his or her oral language, by the introduction of the teacher, by the pictures, ...”

By Different Paths to Common Outcomes Clay, M.M. (1998) p. 173

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“If the child's language development seems to be lagging it is misplaced sympathy to do his talking for him. Instead put your ear closer, concentrate more sharply, smile more rewardingly and spend more time in genuine conversation, difficult though it is.”

Becoming Literate

Clay, M.M. (1991) p.60

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“To foster children’s language development, create opportunities for them to talk, and talk with them (not at them).”

Becoming Literate

Clay, M.M. (1991) p.60

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“The ‘Record of Oral Language’ assessment allows teachers to think about children on three levels of complexity in their construction of spoken sentences.”

Literacy Lessons Part II p. 90

Record of Oral Language and Biks and Gutches Clay, M.M et al (1983)

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Literacy Lessons Part II p. 90

- 1. Those operating on simple structures**
- 2. Those working on average-for-age structures and**
- 3. Those who can compose complex literary structures.**

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Levels of Complexity

“Knowing which of those three levels a child typically uses in constructing his sentences is something teachers find useful in making book choices.”

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“With only minor alterations to one or two words it can be used in other countries where English is spoken...”

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	Subject	Verb	Object
Level 1	Kitty	is drinking	the milk
Level 2	The boy by the pond	was sailing	his boat.
Level 3	My aunt and uncle	want to start building	a new house.

ROL p. 31

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Don't skip the diagnostic sentences

- z Imperative sentences
- z Questions
- z Negatives sentences
- z Prepositional phrases
- z Relative Clauses
- z Adverbial clauses

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Choose the new book carefully

Choose it for a particular child with certain strengths and challenges at this time.

Literacy Lessons, Part II p. 89

Other:

**Consider the structure of books such as
Dressing Up PM level 1**

***My Little Dog* PM Level 4**

***The best cake* PM Level 10**

***The Missing Necklace* Reading Unlimited Level 14**

What is the "tricky" part of the Wright Group Level 6 book *Bread*?

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- . **"Success can be expected if the child has had recent and successful encounters with the language of the book."**
- . **"The teacher must plan for the child to have in his head the ideas and the language he needs to complete the reading."**

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At higher levels

- . **There are more implied meanings**
- . **more complex sentences**
- . **more literary language and**
- . **unusual structures**

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Two Reminders and one more thing:

Use texts that contain high frequency words and phrases.

Select the new book based on language controlled or partially controlled.

Use books that contain similar themes or characters.

Consider themes and characters:

PM Readers characters:

Baby Bear

Tom

Sally

Nick, Kate, James

Look for different publishers versions of Aesop's fables

Little Red Hen stories:

Windmill (Wright Group Level 2

CTP "Who Will Help?" Level 4

PM "Magpie's Baking Day" Level 9

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The teacher must plan for the child to have in his head the ideas and the language he needs to complete the reading.

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"Teachers should not avoid authors whose texts are hard to read. Rather they should find ways to prepare their pupils ahead of time to work with new, unexpected, and unusual structures."

"Talking, Reading and Writing" Marie M. Clay in The Journal of Reading Recovery