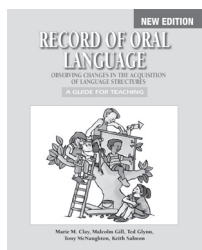


Leader's Guide

for the Record of Oral Language Professional Learning Module



Assessing Oral Language with the Record of Oral Language



Each participant will need the Record of Oral Language book to engage in this learning activity.

Reference:

Clay, M. M., Gill, M., Glynn, T., McNaughton, T., & Salmon, K. (2007). *Record of oral language*. Portsmouth, NH: Heinemann. (U.S. imprint)

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Introduction

This professional learning module was developed to accompany the 2007 edition of the book, *Record of Oral Language: Observing Changes in the Acquisition of Language Structures*, by Marie M. Clay, Malcolm Gill, Ted Glynn, Tony McNaughton, and Keith Salmon. The book describes a technique for observing a child's control of the structures of the English language and for monitoring changes in control over time.

When using the Record of Oral Language, the teacher asks a child to repeat a set of sentences that provide a gradient of complexity. The task should make teachers more sensitive to the nature of a particular child's use of English.

About This Module

As the leader, you will guide participants through the components of this module. This guide provides you with information needed to plan and conduct sessions that will help participants administer, score, and use the results of a child's recorded language behaviors.

Participants may include Reading Recovery teachers, classroom teachers, specialist teachers, pre-service teachers, language specialists, language researchers, etc. Registered Reading Recovery teacher leaders will guide Reading Recovery teachers through this learning module.

The module is divided into two parts — “Administering, Scoring, and Interpreting” and “Exploring Implications for Instruction.” The two parts may be scheduled for two separate sessions to allow time for participants to administer the task to several children before discussing potential implications. If scheduling only one session, consider a break between the two parts of the module.

The approximate running time for the module is 50 minutes without discussion time: 40 minutes for Part One and 10 minutes for Part Two. **There are several pauses for group interaction throughout the module. While previewing the presentation, consider the amount of time you will need to ensure opportunities for group discussion and interaction.** The “Follow-Up Possibilities” later in this guide may lead to optional additional sessions.



Materials Included

These materials are all accessed from the DVD menu.

— Main Presentation (Flash media)

— PDFs to Print

for the leader: README, Narrator's Script, Leader's Guide

for each participant: Diego Worksheets (3 pages)

Nevaeh Worksheets (3 pages)

Marie Clay Article (15 pages)

Pre-Planning

- Read/Reread the Preface through page 36 in the *Record of Oral Language* book. Administer the task to some children prior to the session if necessary.
- Print and read the README file and the Worksheets for Diego and for Nevaeh (PDFs to Print) before planning the professional learning session.
- Become familiar with this Leader's Guide and the accompanying materials in the package.
- Print the Narrator's Script (PDFs to Print) and use it as you preview the Flash presentation on the disk. You may want to make notations in the script at certain points you want to emphasize or pause for explanation beyond the narration.
- **Preview and practice the Flash media presentation. All the files you need are on one DVD which must be inserted and remain in your DVD drive during the presentation. You will not need to copy the files to your hard drive. Except for a few discussion points clearly indicated in the script, the presentation will automatically advance through the frames.**

The frames used in Flash work the same way as the slides in PowerPoint. Frame numbers will appear at the lower left of the presentation screen. When you move your cursor to the bottom of the screen, a "floating toolbar" will appear. When you click the PAUSE button, the presentation will stop and the button will become a PLAY button that, when clicked again, will resume narration. BACK and NEXT buttons move through the frames. The MENU button returns you to the Main Menu, and the X button closes the presentation.

You can also separately navigate each video. At the bottom of the video viewer window is a standard Flash media toolbar with a pause/play button at the left, a progress slider — the triangle — and an audio mute button at the right. If you want to move ahead or back in the video, be sure to first click the pause button, and then click-and-drag the triangle progress slider to the left or right before resuming play. This will help ensure video quality.

- **Be sure that all participants have the *Record of Oral Language* book prior to the session.**
- Ask participants to read the Preface and Introduction in the book prior to the session if possible.

Planning the Session(s)

- Decide whether to schedule one or two sessions for the module. If you schedule two sessions, you may want to ask participants to administer the Record of Oral Language to some students prior to the second session.
- Ensure that the appropriate equipment and printed materials from the DVD are available for the session.
 - Computer with DVD drive, LCD projector and audio cable, display screen for viewing (NOTE: An external DVD drive can be connected to your computer with a USB cable if there is no internal DVD drive.)
 - Printed copies of worksheets for Diego and Nevaeh for each participant
- **Remind participants to bring the *Record of Oral Language* book to the session.**

Conducting the Session(s)

- Explain to the participants that they will be referring to their books throughout the presentation. Also explain that there will be times during the presentation for group discussion.
- Have the two sets of worksheets (Diego and Nevaeh) ready to give to participants. **Do not distribute the worksheets until the narrator indicates the appropriate timing during the presentation.**
- Start the presentation. Use the Narrator's Script to guide you. Except for a few opportunities to stop the presentation for group discussion, the presentation will advance automatically. Use your discretion as to how much time will be needed.
- Be prepared to refer participants to various pages in the book as indicated in the Narrator's Script.
- The following notes provide additional or clarifying information:

frame 8: A professional learning package is available for participants who wish to learn how to administer, interpret, and use running records of text reading. The module is published by the Reading Recovery Council of North America.

frame 22: The child clearly did not understand what he was to do. The teacher demonstrated the task until the child understood what was expected of him.

frame 23: You may want to remind participants that the teacher is beginning with Level 2 sentences as suggested on page 17 in the book.

frame 29: Nevaeh's teacher inadvertently altered one sentence (Type G in Part 1). Because each level has two sentences for each type, Nevaeh had an opportunity to respond to the Type G sentence in Part 2.

frame 31: If the teacher had more information about Nevaeh's control of oral language structures, she might have preferred to start at Level 1, which is an option stated on page 16 in the *Record of Oral Language* book.

general: A sentence must have no errors to receive credit.

general: Phrasing, or grouping of words, for the Levels Sentences on pages 19–21 is indicated by italics. However, sentences should be spoken with natural intonation and pace. Participants may want to discuss the use of phrasing by teachers in the module.

Follow-Up Possibilities

Marie Clay did pioneering research in the area of oral language. Her numerous studies and seminal work in assessment demonstrated the significant role that language plays in literacy learning — both as a resource and as a beneficiary.

You may want to assign some practice activities from the list below for the participants to extend their learning. Additional sessions may be scheduled for group discussion of selected activities.

- Administer the Record of Oral Language to a number of children and discuss responses and analyses with a colleague.
- After administering the Record of Oral Language to several children, discuss suitable text choices for these children with colleagues.
- Using the *Record of Oral Language* book and the Marie Clay article, share ideas for supporting Nevaeh's control of oral language with colleagues. You may print, from the PDFs to Print folder on the disk, copies of Clay's article for each participant.
- Read the bullet at the top of page 32 in the book. Try out some sentences using the same structure but with different, more familiar words to determine if a child's difficulty is due to vocabulary demands that make the sentence more difficult than expected.
- Generate practice sentences using the information in #6 on page 33 and pages 42-44 in the book. Write new sentences to learn to simplify or increase complexity and to better understand the variety of structures.
- For children who have Record of Oral Language results, collect some examples of their running records of text reading. Look closely at running record analyses for examples of use of structure.

Additional resources

This article (included on the DVD) is recommended reading for all participants:

Clay, M. M. (2004). Talking, reading, and writing. *The Journal of Reading Recovery*, 3(2), 1-15.

This book by Marie Clay assesses children's control of the inflections of English:

Clay, M. M. (2007). *Biks and gutches: Learning to inflect English*. Portsmouth, NH: Heinemann. (U.S. imprint)

Key Preparation Points

Each participant will need the *Record of Oral Language* book to engage in this learning activity.

Become very familiar with the module before using it. Practice well in advance and make notes on the Narrator's Script as you move through the presentation.

Follow the README document instructions carefully.

If you choose to skip through frames at any point, do so slowly to avoid crashing your system.

Because equipment and software vary widely, check with your information technology personnel for settings to provide the best performance.