

Fostering Success from the Start

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Reading Recovery- LRSD

Purpose/Goals

- ⊙ How language assessments guide instruction
- ⊙ Expansion of oral language and story structure
- ⊙ How to use their knowns within a structure they can handle

How/Why can Language Assessments Drive Instruction

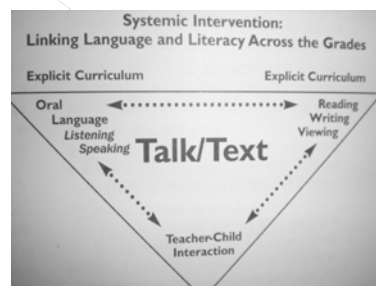
- ⊙ Determines if student has control over the language structure
- ⊙ What they repeat is what they comprehend
- ⊙ Tells what sentence structures to avoid or give extra support to
- ⊙ Uncovers which sentence structure of English each child has mastered

When Making a Book/Choosing a Text

- ⊙ Is it an appropriate challenge?
- ⊙ Are you providing an appropriate level of support?
- ⊙ Are you expecting him to reach a higher level of sentence organization without giving him support?

Expansion of Oral Language & Story Structure

Oral Lang. Triangle- Systematic Instruction/Intervention



Developing Meaningful Conversations

- ⊙ Make a statement or ask a question.
- ⊙ The child responds.
- ⊙ Repeat, clarify, expand or refine the child's response.
- ⊙ From time to time, ask them to restate your response and continue the conversation

The Oral Language Assessment Inventory (OLAI), Geneva, L.

Oral Language

“A teller of simple stories at five or six years of age has *constructive control of oral language*, will be able to compose a simple story for his writing task, and will not find it so difficult to reconstruct the author's story he is reading.”

M. Clay, *Lit. Lessons II*

How to incorporate knowns within a story structure they can handle

Solidify Knowns in Roaming

- ⊙ Use words they know ONLY so they can have some anchors, monitor on those, and you do the rest
- ⊙ Extend, validate, and solidify their knowns

Making Books

- ⊙ Use their experiences or ask them what they would like to learn next
- ⊙ Something from his/her culture
- ⊙ Or something you know will interest them or be fun for them to read

In Lessons

- ⊙ Hold them accountable for knowns
- ⊙ Add in new words that may interest them or have come up a lot in their writing (not words that you think are important) ex. My
- ⊙ Need about 20 words to monitor on so they can have room to learn and take on new learning

Clay states, once a child seems to be attending to some new item, vary the places in which it occurs. This helps to curb the chance that the child is responding only to the position, or the particular text, rather than the visual form. The child needs to be able to carry the learning to somewhere else on another occasion.