

Texas Woman's University
 Billie J. Askew Reading Recovery and K-6
 Literacy Institute

Exploring Emergent Bilinguals' Reading and Writing from a Language Lens

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OLR Form

Student: Recorder: Time + Setting	Teacher/Partner Prompt	Date: Focus Student's Talk/Language Output



Oral Language Record

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CCSS/Language Objective: Use illustrations and details in a story to describe its characters, setting or events.

Student: Nicholas

Recorder: Susan/Deb

Date: 10/25/2013

Time Setting	Teacher/Partner Prompt	Focus Student's Talk/Language/Output	L	S	M	P
1:1 RR Preview of new book	tell me what you see happening	um..he watching his dad ..um.. his mom washing him car				
		He watching his dad cleaning the grass				
		I wonder why he watching him?				
		He watching his sister looking at the book				
		He watching his brother coming back to school				
		He watching his grandpa mopping the leaf				
		You can see a cat jumping in the leaf				
	now what's happening	He watching the leaf				
	teacher points to the cat	and he doesn't know where the cat				
	(Slight interruption from students coming and going)	and he watch he dog he cat				
Delete Last Row		Add New Row				

See: Oral Language Continuum for Coding

L=Language Type S=Structure M=Meaning P=Production
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Oral Language Rubric

Date:

Student:

Setting:

1	2	3	4	5
Provides no response Relies on nonverbal communication	Uses social (less specific vocabulary) language	Uses academic language or stems when prompted	Uses content vocabulary correctly with little prompting	Uses content vocabulary correctly and independently
Responses mimic another's answer Uses incomplete sentences	Responses are mostly simple sentences	Responses are expanding to use prepositional phrases	Responses include conjunctions that show relationships	Responses are varied and complex in structure
Structure interferes with meaning	Structure is not yet standard usage	Structure is approaching standard usage	Structure is standard English with few lapses	Structure is standard English
Meaning unintelligible or incoherent	Comment requires further probing to determine appropriateness or is off topic	Comment conveys some meaning and is appropriate	Comments are meaningful and appropriate	Comments are meaningful, appropriate and detailed

Oral Language Analysis Tool

Date:

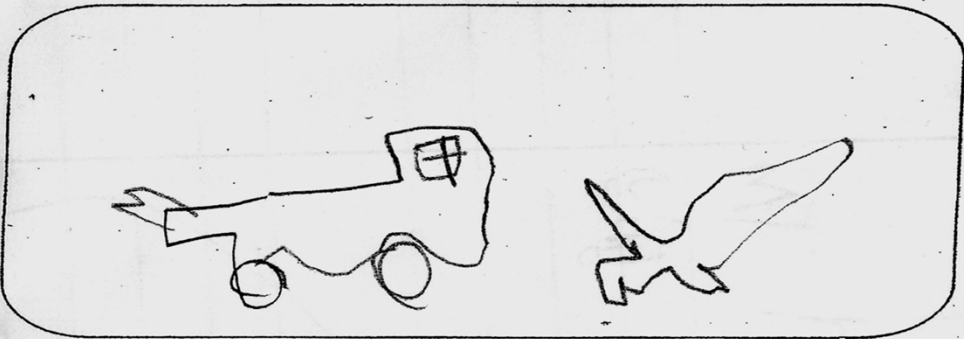
Case Study Student Name:

	Language Response	Sentence Structure	Meaning
What are you noticing the child can do in...			
What strengths does the child have that you can use to build on to accomplish your next steps in...			
What does the student need based on your observation / analysis in...			
What practices will you use to adjust your instruction to support the student in...			

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Nicholas



One
day
me
dog

got
chase
by
a
car

got
cars
by
a
cat

Hermit Crabs

Page	Text
2	Here is a hermit crab .
4	A hermit crab lives in a shell .
6	The hermit crab is getting too big for his shell. He is looking for a bigger home .
8	Look! The hermit crabs find a cookie. They are eating the cookie.
10	Hermit crabs can be little.
12	Hermit crabs can be big.
14	Hermit crabs can be pets. Do you have a hermit crab?

Writing a Book Introduction for Nicholas

- Consider what you know about Nicholas's language and the language of the book, *Hermit Crabs*.
 - Write a book introduction that would be supportive of Nicholas's language and enable him to be successful with this text
 - Consider how you will help Nicholas to integrate:
 - Meaning
 - Structure
 - Visual