

ORAL LANGUAGE OVERVIEW

FROM: Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Four

Forms of Oral Language:

Informal or Unrehearsed Talk  Accountable Talk/Discussion  Formal or Scripted Talk

Informal or unrehearsed talk includes:

- Brainstorming
- Problem-solving
- Expressing opinions
- Providing supporting arguments/ideas
- Asking questions
- Making comparisons
- Sharing/recounting experiences
- Responding to texts
- Summarizing texts
- Engaging in word play
- Giving impromptu book talks
- Participating in literature circles

Accountable Talk/Discussion includes:

- Ideas & issues in literature
- Concepts & issues in mathematics, science & social studies
- Vies expressed in journal responses
- Current events
- Classrooms issues, problems or procedures
- Community issues

Formal or Scripted talk includes:

- Storytelling
- Poetry reading
- Role play
- Readers' theatre
- Dramatic reading
- Oral reports
- Book talks
- Interviews
- debates

See Also: pages 12-13, Roles & Responsibilities of Teacher and Students
pages 20, Teacher Reflection on Oral Language Instruction

Talk & Thinking:

Talk is thinking aloud. It is a means of giving shape & focus to thoughts & involves a broad range of cognitive skills and processes. When students talk about reading, writing, & viewing, they are....

- Actively engaged in thinking about ideas, information, situations, problems, solution;
- Entertaining new ideas, perspectives, information & experiences, entering new worlds;
- Making judgments about concepts, values, experiences, and points of view;
- making connections to new experiences, ideas & information;
- Using & developing their imagination;
- Questioning, inquiring, wondering, confirming, comparing, evaluating, inferring, synthesizing and consolidating their knowledge & thinking;
- Learning about hidden meaning, implied messages, subtle or overt biases

Talk gives students a means to sort out what is going on in their minds & expression gives the thoughts definition. It allows for sharing of opinions & possible change of minds, & self-reflection

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See also: page 25, *Group Work Skills*
 page 31, *Student Talk: Observation Checklist*
 page 33, *Using Teacher Talk in a Read-Aloud to Promote Student Learning*
 page 49, *"Good Discussion Strategies" Anchor Chart*

Inner Voice: