Beyond the Science of Reading and Writing:

“We go through life mishearing, and mis-seeing and misunderstanding so the stories that we tell ourselves will add up.” (Malcolm, 2010)

Lance M. Gentile PhD, 2011
The Olai 2 is not a test: it's an assessment

Tests are typically required by law or school districts. They are administered at the end of a unit, at the end of a semester or year. They provide a numerical score, statistic or grade level to compare within and between groups.

Lance M. Gentile PhD, 2011

The Olai 2 is a brief assessment providing immediate results to shape instruction

Assessments are used informally, at shorter intervals, to keep track of what students understand and what skills or content need additional attention. Lance M. Gentile PhD, 2011

“The language arts shrink or expand to the boundaries of what is measured.” Walter Loban

Olai 2: Language, Literacy and Learning Behavior: Linking Research and Theory to Assessment and Instruction

Pre-K/3 Four Components:
1. Phonemic Awareness
2. Print Concepts
3. Repeated Sentences
4. Story Retelling

Learning Behavior is measured in all four components

Three Forms: Establish a baseline, measure growth over time (A, B, C)

Lance M. Gentile PhD, 2011
OLAI 2: LANGUAGE, LITERACY AND LEARNING BEHAVIOR: LINKING RESEARCH AND THEORY TO ASSESSMENT AND INSTRUCTION

Four Components: Grades 4-6
1. Phonemic Awareness
2. Repeated Sentences
3. Expository Reading
4. Expository Writing

Learning Behavior is measured in all four components.

Three Forms: Establish a baseline, measure growth over time (A,B,C)

Lance M. Gentile PhD, 2011

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AUTHENTIC ASSESSMENT FOR STUDENTS LEAST EXPERIENCED IN LANGUAGE, LITERACY AND LEARNING BEHAVIOR:
IF YOU DON'T MEASURE IT, YOU CAN'T MANAGE IT

Growth in literacy is dependent on a symphony of three interactions. These are interrelated and should be assessed and taught together:
Language Acquisition, Narrative/Academic Discourse and Learning Behavior.

Lance M. Gentile PhD, 2011

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LANGUAGE ACQUISITION: THE FOUNDATION OF THINKING, READING/Writing

"The foundation of all levels of literacy is language development:

Language is the driving force behind literary and academic thought. The less language a student controls the less access there is to books and interactions between text and teachers."

Lance M. Gentile PhD, 2011
STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT

“Many students overused simple sentences or the informal language register and never varied sentence structures in their speech and writing.”

Lance M. Gentile PhD, 2011

STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT

Demonstrate:
- Trouble finding words.
- Difficulty formulating complete sentences.
- A hard time using "cohesive links," i.e., prepositions, conjunctions, relative pronouns and adverbial connectors to expand sentences.
- A lack of phonemic awareness, print concepts, higher level vocabulary, sentence structures and expression.

Lance M. Gentile PhD, 2011

STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT

Demonstrate:
- Negative stress responses to academic language based activities.
- Flat monotone expression.
- Difficulty interpreting, telling or retelling a story, reading and writing information based text.

Lance M. Gentile PhD, 2011
STUDENTS LEAST EXPERIENCED IN LANGUAGE, LITERACY AND LEARNING BEHAVIOR: MEASURING LEARNING IN TWO DIFFERENT WAYS

1. Standardized Tests: Achievement = Levels attained by students in end of year tests. Typically policy makers and these tests are “allergic to complexity.”

2. Value Added Assessment (VAA) = Growth, progress made over shorter intervals; using formative, criterion referenced, evidence-based assessment (OLAI 2).

Lance M. Gentile PhD, 2011

AUTHENTIC LANGUAGE ASSESSMENT FOR STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT: SEARCHING FOR THE MOST COMMON SYNTAX

Repeated Sentences: Verbatim Responses
Grammatical Structures
Stage I
  Words, Phrases
Stage II
  Prepositions/Conjunctions
Stage III
  Relative Pronouns/Adverbial Connectors (Lance M. Gentile PhD, 2011)

Prosodic/Sound Structures:
1. Negatives
2. Questions
3. Commands
4. Exclamations

Lance M. Gentile PhD, 2011
AUTHENTIC LITERACY ASSESSMENT: THE POWER OF NARRATIVE AND EXPOSITORY DISCOURSE

Narrative is embedded in literary and expository text:
“If students cannot tell or retell a story with a high degree of clarity they will be unable to read subject or content based text, understand or compose it. Narrative and exposition are two wings of the same bird.”
Lance M. Gentile PhD, 2011

AUTHENTIC LITERACY ASSESSMENT: STORY RETELLING

I. The Power of Story:
“Stories are not just what we read to ourselves or our children to put us to sleep. Nor are they only what we read in literature classes. Rather they are the essence of intelligence. To understand intelligence we must understand stories, their meanings, retelling and structure.” (Robert Sternberg)

AUTHENTIC LITERACY ASSESSMENT: READING AND WRITING EXPOSITORY DISCOURSE

II. The Power of Discourse
“Sentences need to be linked smoothly for discourse to sound right. These students make little of no use of what are called cohesive ties, the tiny bits of verbal mucilage that bind sentences together. When they talk or write, it sounds as if they are using a list of unconnected sentences.” (Mel Levine)
AUTHENTIC LITERACY ASSESSMENT: READING EXPOSITORY TEXT

☐ Student and teacher talk about 4 information based pictures and text, clarify points of interest or confusion.
☐ Student or teacher reads the related information-based passage, student reads or listens while looking at 4 related pictures.
☐ Student responds to intrapersonal and extrapersonal inquiry. Lance Gentile PhD, 2011

AUTHENTIC LITERACY ASSESSMENT: WRITING EXPOSITORY TEXT

Students write a summary of the expository passage while looking at the four related pictures in sequence. The teacher explains that a good summary should contain a main idea, at least two significant details and a conclusion. Lance M Gentile PhD, 2011

AUTHENTIC LITERACY ASSESSMENT: CHANGING STUDENTS’ LEARNING BEHAVIOR; NEGATIVE SELF TALK AND STRESS RESPONSES

“Education, specifically literacy, helps build in cortical systems that help modulate reactivity.” (Bruce Perry, MD, PhD)
“But first they must learn to think about and change aversive thoughts and feelings.” Lance M. Gentile PhD, 2011
AUTHENTIC LITERACY ASSESSMENT: CHANGING STUDENTS’ LEARNING BEHAVIOR, I.E., NEGATIVE SELF TALK AND STRESS RESPONSES

As students work to replace negative thoughts and feelings with those that are positive, gradually they develop more flexible responses when learning is difficult.

Lance M. Gentile PhD, 2011

AUTHENTIC LITERACY ASSESSMENT: POSITIVE BODY LANGUAGE, SELF TALK AND STRESS RESPONSES

- Flexible Stress Response: Self Talk
  - “Yes, I can!”
  - “I think I can!”
  - “I’ll try or ask for help!”

Lance M. Gentile PhD, 2011

AUTHENTIC LITERACY ASSESSMENT: NEGATIVE BODY LANGUAGE, SELF TALK AND STRESS RESPONSES

Fight Stress Responses: Self Talk
- “I’m not doing this!”
- “I hate it. You can’t make me!”
- “This is stupid! I’m no good at it!”
- “I ain’t no school boy/girl!”

Lance M. Gentile PhD, 2011
AUTHENTIC LITERACY ASSESSMENT: NEGATIVE BODY LANGUAGE, SELF TALK AND STRESS RESPONSES

Flight Stress Responses: Self Talk
“ I can’t do this!”
“I don’t know what to do!”
“No one can help me!”
“I’ll never be able to do it!”
“There’s no use trying!”

Lance M. Gentile PhD, 2011

ORACY INSTRUCTION

“In theory there’s no difference between theory and practice, in practice there is.” (Jan van de Schappelt)

Oracy Instruction creates the binding between oral language, literacy and productive learning behavior through multiple, meaningful interactions with teachers and text.

Lance M. Gentile PhD, 2011

ORACY INSTRUCTION FOR STUDENTS LEAST EXPERIENCED IN LANGUAGE, LITERACY AND LEARNING BEHAVIOR: METHODS AND MATERIALS

It is unnecessary to purchase new materials or initiate “new programs or methods.”

1. Model and highlight Select and talk about pictures highlighting/modeling vocabulary or action.
   (Sequence Cards)

2. Read something meaningful to students every day and talk about it with them. Facts provoke thoughts and feelings, thoughts and feelings provoke questions, questions provoke possible answers, solutions or applications. (Critical Dialogue)

Lance M. Gentile PhD, 2011
ORACY INSTRUCTION FOR STUDENTS LEAST EXPERIENCED IN LANGUAGE, LITERACY AND LEARNING BEHAVIOR: METHODS AND MATERIALS

3. Students select something interesting to read that they understand and talk about it with the teacher or other children every day. (Cloze Procedure)

4. Teacher models fluency and allows students to practice reading accurately and fluently everyday. (Line-by-Line Protocol)

5. Students engage in Expressive Writing at least twice each school day then talk about what they have written. Ex: What makes you feel afraid, safe, happy, sad, angry, etc.? Why is music, reading, poetry, karate, basketball, etc. important to you?

Lance M. Gentile PhD, 2011
ORACY INSTRUCTION FOR STUDENTS LEAST EXPERIENCED IN LANGUAGE, LITERACY AND LEARNING BEHAVIOR:
METHODS AND MATERIALS

6. Model coping skills. Ex: Use positive body language and self-talk when learning is difficult. Ask the student to imitate and repeat. Demonstrate simple techniques to help students relax during instruction, taking tests and interactions with others. Ex: Deep breathing, tensing and loosening muscles in hands, legs or arms.

Lance M. Gentile PhD, 2011

ORACY INSTRUCTION: INTERACTIONS THAT CONSTRUCT MEANING

Decades of research on language development reveal that children can construct what they need to know through meaningful conversations augmented by direct teaching.

Lance M. Gentile PhD, 2011

1. Practice expanding sentences containing “cohesive links” to establish comprehension, i.e., prepositional phrases, conjunctions, relative pronouns and adverbial connectors. Use whole text instead of isolated vocabulary worksheets. Talk about words and the relationships among them expanding and refining vocabulary instead of just memorizing isolated word meanings.
2. Develop Contextualized Conversations: Talk about the “known,” the here and now, with extra linguistic support (kinesics, i.e., facial expressions, gestures, intonation and pitch.)

3. Decontextualized/Purposeful Conversation: Talk about abstract concepts or events using literary or content vocabulary to articulate knowledge and ideas in a logical flow or sequence. Present concepts with little kinesic (extra linguistic) support and more precise and complex syntax.

Words are the bricks but “cohesive links” are the mortar to build language, comprehension and higher level thinking.
ORACY INSTRUCTION FOR STUDENTS LEAST EXPERIENCED IN
LANGUAGE, LITERACY AND LEARNING BEHAVIOR: CLOSING THE
SKILLS GAP

More than Reading and Writing Instruction

Cognitive Skills:
- Controlling language structures and vocabulary.
- Controlling the foundations of literacy, narrative and discourse.

Lance M. Gentile PhD, 2011

LEARNING TO HEAR AND SEE DIFFERENTLY

“When you’re navigating by the wrong stars pulling harder on the oars still won’t get you to your destination.” (Chester Pyke)

Once you make the right assessment you have reasonable expectations and few disappointments.

Lance M. Gentile PhD, 2011