

Oral Language and Fluency for Intermediate Students CR4YR

Listen to **how** they sound: you should be able to understand them easily

- Listen to their articulation—there should be no speech sound errors
- Listen to their fluency when talking
- Listen to their voice quality

Listen to **what** they say:

- Limited vocabulary – mistakes with word usage, uses simple words
- Misses the main idea, i.e. “chatterbox” – child goes on and on but doesn’t say much and doesn’t listen
- Quiet in class, responds with ‘I don’t know’; waits for others to respond

Listen to **how** they express their idea:

- Word finding difficulties, i.e. lots of fillers such as “um, like, you know, stuff”
- Grammatical and syntactic errors
- Slow to output ideas

Listen for **what** they understand:

- Difficulty following directions
- Difficulty making inferences, predicting outcomes, drawing conclusions
- Difficulty with reading comprehension

Language and Reading

- Poor decoders often have poor comprehension
- Good decoders may experience difficulty with core curriculum and language concepts that are more abstract and complex.
- Students may have coped adequately with more concrete language of the primary curriculum but struggle with higher level language and academic demands of the intermediate curriculum
- Good decoders may have good foundational language skills but have difficulty processing oral and/or written language

Language difficulties often co-occur (and are masked by)

- Social difficulties
- Behaviour difficulties
- ESL/ELL
- Attention difficulties