

The Record of Oral Language As a Tool

- **Observe and assess a child's control over oral language**
- **Guide a teacher's own use of grammatical structures with individual children**

Sentence Types

Type A

Noun Phrase + Verb (*to be*) + Simple Statement

The truck + is + broken.

Type B

NP + VP + NP

The cat + is drinking + some milk.

Type C

NP + V or VP + Additional Construction

Sally + is staying + at home

The bird + flew + to the top of the tree

Type D

Subject + Verb Phrase + IO + DO

John + is buying + me + a boat

Type E

Subject + verb + Noun Clause

I + know + he's in there

Type F

Adv. or relative pn + v + subj.

Here + is + another book

Type G

Subj. + vp + obj. + additional construction

She + 's driving + her car + quickly

Other Structures

1. Imperatives

Implicit 'you'

Help me!

Give me the ball.

2. Questions

Child has to control declarative structures and place words such as do, did, have, can, will, may-in front of the subject.

May I go to the movies this weekend?

Other Structures

3. Negatives

To indicate no or not, child has to understand how to use don't, didn't, doesn't, can't, and isn't.

Common error: Misplacement of not or no:

Doggy no like bone.

4. Tag Questions

A statement that tags on an affirmative or negative question:

You like to go to the park, don't you?

Other Structures

5. Relative clauses

Basic sentence embedded in a complex sentence to describe or qualify a noun:

I like the girl sitting on the swing.

6. Adverbial clauses

A clause that functions as an adverb. It contains a subject (explicit or implied) and predicate, and it modifies a verb.

I saw Susan when I went to the mall.